



**CRITICAL STUDY OF SECOND AND FOREIGN LANGUAGE  
TEACHING METHODS USED IN BANGLADESH WITH  
SPECIAL REFERENCE TO GRAMMAR-TRANSLATION  
METHOD AND AUDIO-LINGUAL METHOD**

**ABSTRACT OF THE  
THESIS**

SUBMITTED FOR THE AWARD OF THE DEGREE OF

**Doctor of Philosophy**  
**IN**  
**LINGUISTICS**

By

**MARIAM FARHAD**

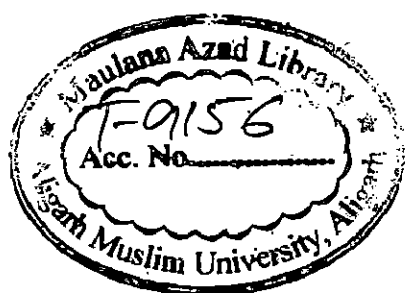
Under the Supervision of  
**Dr. SHABANA HAMEED**

**THESIS**

**DEPARTMENT OF LINGUISTICS  
ALIGARH MUSLIM UNIVERSITY  
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**2013**

THESIS



## ABSTRACT

Undeniably, one of the most remarkable developments of the modern world, and the most monumental achievements that have ever been attributed to a language, is the growth of English as a global language of today's world. Recognizing its popularity, the government of Bangladesh has identified English as an imperative tool for use in a highly competitive global market. Concerned with the continuing deterioration of the standard of English, the National Curriculum Textbook Board (NCTB) revised the English curriculum for secondary schools (grades 6 to 10) in the 1990s. This top down revision necessitated a switch from the traditional method, i.e., the grammar-translation method, to the more recently developed Communicative Language teaching (CLT) approach. This study has been conducted to substantiate the presence of communicative approach in Bangladeshi English classrooms. However, this thesis is mainly focused on the two popular mediums of schools, i.e.; government or Bangla medium schools and Non-government or private/English medium schools in Dhaka city. The teaching methods used in these two popular mediums of schools are quite different from each other. Therefore, this thesis makes an effort to examine an important area of English language teaching and learning. It examines the present situation of English teaching skills and learner's proficiency levels in English language skills among Senior Secondary Certificate or O'Level students in Bangladesh. It also examines design and structure of English language syllabi and the materials used for its teaching at the secondary level of the two mediums of schools. The thesis is divided into five chapters:

### Chapter One:

The first chapter gives an over all picture of English language teaching in different parts of the world. Firstly, English is used as a *lingua franca* in many countries. The spread of English began, on a world scale, in the eighteenth century with European colonization of Asian and African countries. Kachru describes the notation of world English and how the variations of English are used in these countries after colonization. According to him, "World Englishes" are divided into three circles. The first circle is the inner circle, which belongs to English people who are the native speakers of English language like; U.K, U.S.A, Australia, New Zealand. The second

group refers to those countries where English is used as a second language due to the influence of British colonization. Countries like- India, Pakistan, Bangladesh, Ghana, Philippine, Malaysia, which are also known as “post-colonial” countries. Belong to this group. Thirdly, the outer or the expanding circle includes countries like Japan, China, Arab countries etc. where English is used as foreign language.

English is taught as a compulsory subject in Bangladesh from the primary level itself. In Bangladesh, both American and British English are popular in the education system. IELTS, TOEFL, GMAT, GMS are most popular English language examinations in Bangladesh for studying overseas. The media in Bangladesh has also responded enthusiastically to the association between learning English and its international character by various private T.V channels. Though Bangla has its own writing script, it borrowed many English words to enrich its vocabulary. To mention only a few examples, hacker, networking, mobile, bus, tomato, college etc. have become words that are commonly used in everyday conversations by native Bangla speakers.

Code mixing and code switching is also very popular among young generation. In Bangladesh, band music is one of the popular music forms among the new generation in urban areas, especially Dhaka. This chapter also highlights the scope of the study, research questions and presents the hypothesis too.

## **Chapter 2:**

This chapter discusses the scenario of English in Bangladesh. As English is used as a global language, it has a virtual effect on Bangladesh too. Today’s world is becoming increasingly globalized. In this globalized world, people and the government of Bangladesh also have realized the importance of English education and have started preferring to send their children to English medium schools. Since 1990s, there has been a paradigm shift in ESL/EFL teaching, as the grammar-translation method has been replaced by communicative method of teaching English.

There are different education systems in Bangladesh, fundamentally based on social strategy. Among these, Bangla medium or governmental and English medium or non-governmental/private schools are very popular in Dhaka city, the capital of Bangladesh. English is also used in various domains in Bangladesh. Along with education, it is also used in Law Courts, administration, and areas of economic activity. As Kachru’s model shows that Bangladesh comes under outer circle, so

English is used as a second language due to the historical contact with British colonizers. It is interesting to note that, though English has a deep historical attachment with Bangladesh, it does not have any official status as a second language. Bangla is the only official language in Bangladesh. Moreover, with the emergence of a new teaching method, i.e. communicative method, the new English textbooks were introduced to foster faster national growth. English medium schools are also keeping pace with the development and progress of the nation. This chapter throws light on the teaching materials provided in the two mediums of schools.

### **Chapter 3:**

This chapter deals with the research methodology. This is a cross-sectional study. It has elicited information from students and the teachers of Bangla medium schools and English medium schools. Twenty teachers were selected for the study; eight teachers from Bangla medium schools and twelve teachers from English medium schools. Eighty students were selected for the study; 40 students from English medium schools and 40 students from Bangla medium schools. The data for the study has been collected through questionnaires and observations. Two sets of questionnaires were designed; one for the teachers and the other for the students. The questionnaires were graded on a five-point scale as 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree'.

After collecting the data for the study, through the questionnaires, the same was processed, tabulated, edited and coded. After this process the data was inserted into SPSS programme (version 16.0) for analysis. The results thus obtained have been reported and interpreted in figures and in a written form too.

### **Chapter 4:**

Chapter four is divided into two parts- the first part describes the data analysis of the two mediums of schools' students and teachers questionnaires. Each question was shown in the table and graph to interpret the results. The second part is about observations, which briefly describes teachers and learners' views about both mediums of schools. This chapter helps to assess the present status of English teaching and learning in Bangladesh.

## **Chapter Five:**

The last chapter demonstrates the summary of the results, the questions and the hypotheses of the present study. It also gives some recommendations and suggestions for further research. The findings of the study can be summarized as follows-

- 1) There is a significant difference in the uses of the communicative method in both mediums of schools.
- 2) There is no significant difference in both mediums of schools in their attitudes towards writing in English language.
- 3) Based on observations, teachers and students mostly believe that money is one major factor in learning English language.
- 4) Based on observations, students from Bangla medium schools mostly feel hesitant in speaking English.

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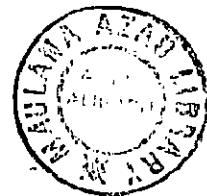
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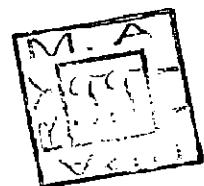
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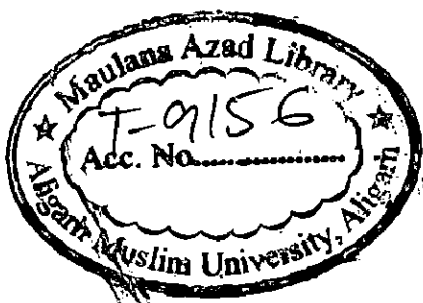
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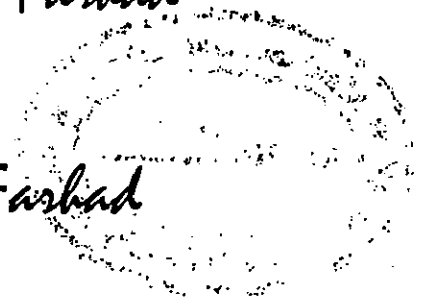


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1962 APR 12



Dedicated to  
my loving  
Dad Mr. Farid Uddin Farhad  
and My  
Mom Mrs. Rabima Farhad



THESIS

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Dated: .....

## **Certificate**

*This is to certify that Ms. Mariam Farhad has completed her thesis entitled: "Critical Study of Second and Foreign Language Teaching Methods used in Bangladesh with Special Reference to Grammar-Translation method and Audio-Lingual Method" for the award of the degree of Doctor of Philosophy in Linguistics, Department of Linguistics, under my supervision.*

*It is further certified that Ms. Mariam Farhad has fulfilled all the conditions laid down in the academic ordinances with regard to the Ph.D degree, and that to the best of my knowledge the thesis contains her own original research.*

*Shabana Hameed.*  
**Dr. (Mrs.) Shabana Hameed**  
**(Supervisor)**

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*Mariam Farhad.*

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## ***LIST OF ABBREVIATIONS***

A' Levels	Advanced level
AE	American English
AETs	Assistant Teachers of English
ALTs	Assistant Language Teachers
BE	British English
BCS	Bangladesh Civil Service
BUET	Bangladesh University Engineering Technology
CC	Communicative Competent
CLT	Communicative Language Teaching
CLT	Communicative Language Teaching
Df	Difference
DFID	Department for International Development
EFL	English as a Foreign Language
EFT	English for Today
EIA	English in Action
EIL	English as International Language
EL	English Language
ELF	English as Lingua Franca
ELL	English Language Learning
ELT	English Language Teaching
ELTIP	English Language Teaching Improvement Project
ENL	English as a Native Language
ENL	English as Native Language
F	Frequency

FL	Foreign Language
GoB	Government of Bangladesh
GP	Grading Point
H.S.C	Higher Secondary Certificates
L1	First Language
L2	Second Language
NCTB	National Curriculum and Text Book
NNS	Non-Native Speaker
NS	Native Speaker
O' level	Ordinary level
PERC	Primary Educational Research Council
Sig.	Significance
SL	Second Language
S.S.C	Secondary School Certificate
UGC	United Grants Commission
IT	Information Technology
IELTS	International English Language Testing Service

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 ENGLISH AS LINGUA FRANCA**

Much has been written about the fear that international English usage will obliterate native languages. The concern is tied to the notion of English as a global language. The present chapter will examine the transmission of English as a global language. Mark Twain (1835-1910) once remarked that England and America are “two countries separated by a common language.” British-English usage is not in all ways the same as American English (or with Australian English or Canadian English either, for that matter). Without pretending that they are the same, however, we can speak of “English” generally as some form of the language most of us speak in America, especially that which is used in business or in American popular culture. The present chapter will examine some of these issues, especially as they relate to the culture-specific baggage that is often assumed in language rather than overtly stated. For example, idiomatic usages (clichés, etc.) are notoriously difficult for non-native speakers. When his advisor warned a South African graduate at Columbia University that he was “way out in left field” when he submitted an essay, the student—fluent in English, but not embedded in American culture—interpreted the criticism of his opinion as positive: After all, this meant that he was “in the game.” Some experts have estimated that 80 percent of the world’s computer code is written in English, and English is the commonly accepted language in international business. Indians in Delhi, Bangalore and Mumbai (Bombay) take not only English classes, but also American-dialect English classes as training for the growing number of customer-service jobs that support American and international multinationals. The fear that international English usage will obliterate native languages is misplaced, generally, although the strength of the transmission of popular American culture is almost immeasurably powerful.

The above examples, drawn from one interconnected domain – language use in business contexts – but from diverse contexts, point to the many ways in which English has become a language (though not the only language) of global disparity and

miscommunication. Such a role, of course, needs to be seen in terms of the complex interplay between the local and the global. It does matter that the language in the examples is English, as one of the major players in global relations.

## **1.2 Globalization, the Spread of English**

The ongoing and seemingly relentless process of globalization has, and continues to have, major economic effects. These include increasing levels of financial interdependence between different cultures and areas of the world, demonstrated by the recent 'credit crunch', which originated in the United States, spread rapidly to both developed and developing countries and ultimately resulted in a worldwide economic downturn. Perhaps inevitably, there are also linguistic consequences of globalization and economic interconnectedness (Dornyei et al., 2006: 6–7). For instance, globalization has resulted in greater competition between languages, on both, regional and worldwide scale, with both winners and losers (Maurais and Morris, 2003: 1–3). For instance, it has been well-documented by both sociolinguists and applied linguists that the worldwide spread of Englishes, in comparison with other major languages, has been particularly rapid and unprecedented (e.g., Crystal, 2003: 29–71; Seidlhofer, 2003: 209–210, 2008: 60–61; Dornyei et al., 2006: 6–9; Kirkpatrick, 2007: 1–3). Indeed, the importance of English throughout the world is reflected in the publication of ever-increasing number of monographs and edited volumes as well as in the continued existence of three well-established journals – namely *Englishes Worldwide* (founded 1979), *World Englishes* (founded 1984), and *English Today* (founded 1985) – whose focus is specifically related to the role of English in a wide range of international contexts.

The spread of English began, on a world scale, in the eighteenth century with European colonization of Asian and African countries. The growth of the British Empire, in particular, resulted in many of both the colonizers' and the colonized associating the English language with power and opportunity. Even following independence, many of the former British colonies retained English as an official language, which perhaps suggests its continued status in these areas. However, it was not until after World War II, largely because of the strengthening economic power and status of the United States, that English has been spoken more internationally. The global spread of English appears to be continuing unabated. Crystal, for example,

has repeatedly revised his estimates of the number of speakers of the language globally and recently noted that “we have moved in 25 years from a fifth to a quarter to a third of the world’s population being speakers of English” (2007: 5). The language is also spoken increasingly as a lingua franca between individuals from different nations who have learned English as a foreign language as well as to communicate with speakers who have learned English as a first language and/or in the former colonies, in all likelihood, as a second language. Dornyei et al. (2006: 8–9) note that the increasing use of English for international purposes calls into question the validity of the notion that those who have learned English as a first language can claim its sole ownership. Indeed, for many, English may no longer be associated with specific countries in, for instance, the US, the UK or Australia, but rather, as representing an ‘imagined’ international community.

Jenkins (2006: 39) notes that ‘beneficial or not, for the time being English as Lingua Franca (ELF) and English as an International Language (EIL) as it is still sometimes known, is a fact of life’.

Several attempts in fact have been made to classify and account for the different ways in which English is employed in different countries (e.g., Gorlach, 1990; Stevens, 1980; McArthur, 1987). However, Kachru (1985, 1992) has undoubtedly provided the most comprehensive and influential model of the worldwide spread of the language. Kachru’s World Englishes model is comprised of three concentric models of English usage: the inner circle; the outer circle; and the expanding circle (cf. Fig. 1.1). Each of the three circles represents different types of spread, patterns of acquisition and functions of English in a diversity of cultural contexts. The inner circle consists of countries where English is spoken as a native language (ENL) for a substantial (and often monolingual) majority, such as the UK, the USA, New Zealand and Canada. The English spoken in the inner circle is multifunctional, used in all domains, and is often end normative, that is, in terms of appropriateness and correctness inner circle English provides norms, which are propagated through language education and language planning. The outer circle, in contrast, consists of ‘post-colonial’ countries, such as Pakistan, Philippines, Ghana, and Malaysia, where English is spoken as a second language (ESL) and is employed for a range of educational and administrative purposes. The varieties of English spoken in the outer circle are often described as ‘norm-developing’ (e.g., Jenkins, 2009a: 18) in that they are currently undergoing the

development of their own standards. However, “these Englishes continue to be affected by conflict between linguistic norms and linguistic behavior, with widespread perceptions among users that Anglo-American norms are somehow superior and that their own variants are therefore deficient” (Bruthiaux, 2003: 160). The expanding circle comprises countries, such as Germany, Brazil and Japan, where English is learned as a foreign language (EFL) and is used for international communication, such as in business, diplomacy and tourism. In recent years, it has certainly been the case that concerning the number of speakers, the greatest spread has occurred within the expanding circle nations (Jenkins, 2009b: 40). As a result, given the prevalence of English language use throughout the world in the twenty-first century, the expanding circle presumably comprises every nation not included in the inner circle or the outer circle. English tends to be exonerative in the expanding circle, in that, educators, policymakers and speakers themselves have traditionally looked towards inner circle models (mainly from the UK or the US) for linguistic norms, although it cannot be taken for granted that learners are actually aiming at mastery of a particular inner circle model (Ferguson, 2006: 159).

Since its inception, the World Englishes model has strongly influenced how academics describe the configuration of English worldwide. This is because it has two major advantages: it provides, at least in the broadest sense, for the plurality of English; and suggests, in linguistic terms, that no one variety of English is better than any other (Kirkpatrick, 2007: 28). Nevertheless, despite the strong influence of the model and its relative merits, it is not without its problems.

First, with regard to inner circle English in particular, the model ignores the fact that although there is relatively little differentiation between written norms, this is not the case between spoken norms. The model, thus, in its broad categorization of varieties according to large geographical areas, does not take into account the considerable spoken dialectal variations within each of the expanding circles, represented below:



Inner Circle
U.K, USA, Australia
Outer Circle
South Asia, South East Asia, Kenya
Expanding Circle
Saudi Arabia, China, Germany

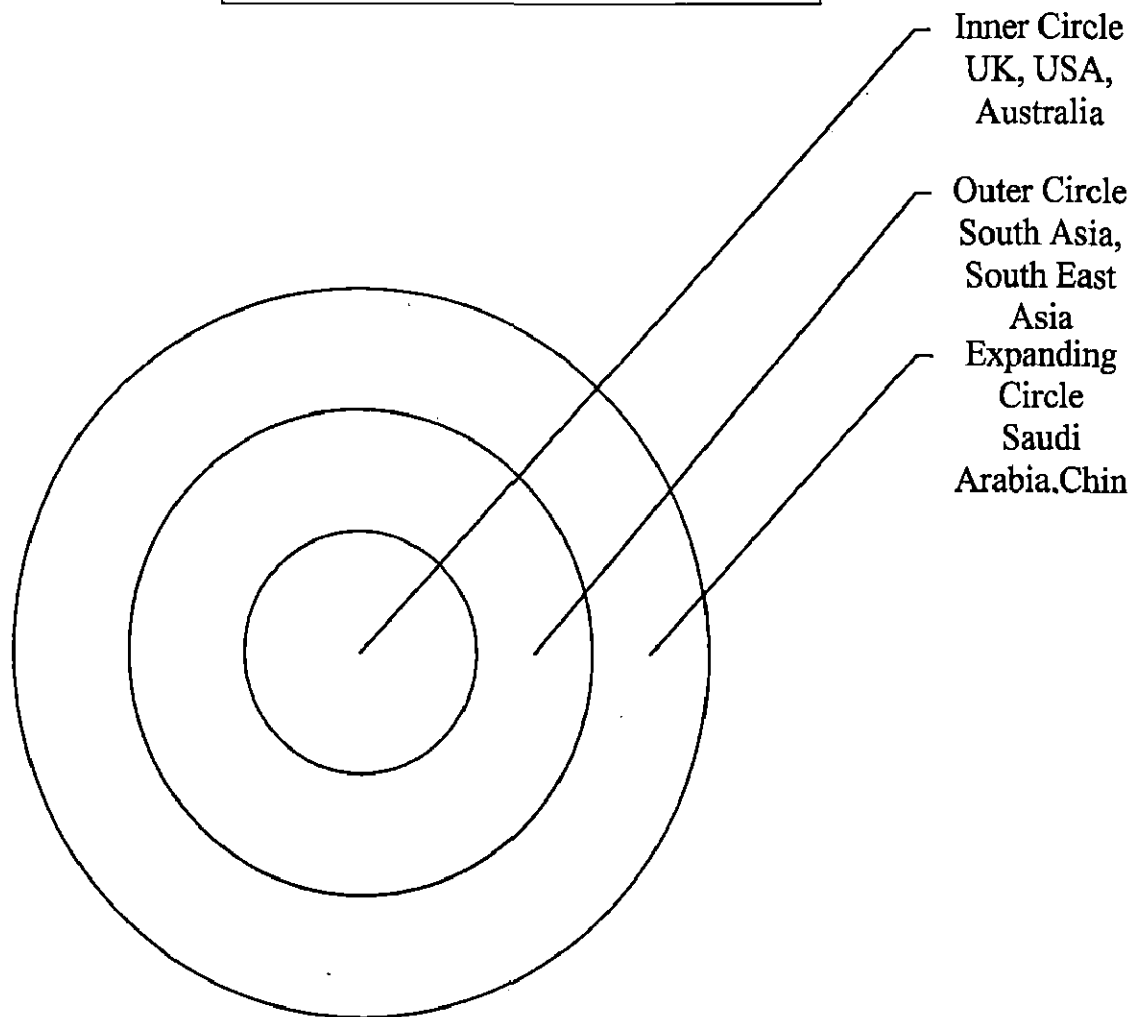


Fig. 1.1: Kachru's Concentric Circles of English (adapted from 1996: 2).

The varieties identified by Kachru for the different circles are AE, BE, South Asia, China etc. This view is shared by Millar (in Afendras et al., 1995: 299) who, as a speaker of Northern Irish English, takes issue with terms such as ‘British English’ (which is used unquestioningly in much of the World Englishes literature). She believes it is not so much a cover term as a ‘masking term’ because it hides major linguistic variation and provides invisible many speakers as well as a number of national identities. In addition, Millar (ibid: 300) maintains that terms such as ‘American English’ suggest the singular and that the single variety implied is ‘the standard’. Hence, the model reinforces perceptions of inner circle English as monolithic and standardized (Bruthiaux, 2003: 160). In the case of the UK, for example, the concentric circles model perpetuates the notion that RP, spoken by only a small minority of users, remains the preferred model for speakers in the UK, which is clearly a misrepresentation of the linguistic context in the British Isles in the twenty-first century. In fairness, Kachru (1996: 7–8, 1997: 76–78), at least as far as the written form is concerned, has recognized that there exists substantial regional and social variation within these broad categories of inner circle English and has identified ‘loose canons’ in the inner circle, such as Scottish, Chicano and African-American literatures. Kachru (1997: 78) has called for the inclusion of these literatures in World Englishes curricula at University level throughout the inner, outer and expanding circles.

Secondly, a problem exists with the World Englishes model because of its reliance on a fundamental distinction between native speakers of English (i.e., from the inner circle) and non-native speakers of English (i.e., from the outer and expanding circles). There is a problem with this distinction because attempts thus far at precise definitions of the terms ‘native speaker’ (NS) and ‘non-native speaker’ (NNS) have proved highly controversial (e.g., see McKay, 2002: 28–31; Davies, 2003: 214; Kirkpatrick, 2007: 8–10). Firth and Wagner (1997: 292), for example, note, “NS and NNS are blanket terms, implying homogeneity through each group, and clear-cut distinctions between them”. The labeling of an individual as a native speaker or, in particular, as a non-native speaker of a language is no less controversial (Jenkins, 2009a: 87–91). For instance, for a majority of Singaporean speakers of English, the language is acquired at a later stage of their development, so, by definition, Singapore English is most often categorized as belonging to the outer circle of English and its

speakers as non-native English users. However, for a considerable number, English is acquired from birth and spoken at home as well as for official purposes. Moreover, in Quebec, where some individuals acquire French and English simultaneously (and subsequently use the language in different domains), and likewise amongst the ever-increasing number of multilingual speakers in countries such as India, it can be extremely difficult to identify which is a speaker's L1, L2 or L3. Such problems with classification have led Jenkins to maintain 'it is offensive to label as non-native those who have learnt English and achieved bilingual status as fluent, proficient (but probably not ambilingual) users' (ibid.: 88). Hence, because of this reliance on the native speaker/non-native speaker differentiation, the model can be criticized for its over-reliance on both geography and genetic inheritance in its categorization of speakers of English.

Thirdly, Singh et al. (1995: 284) believe that the labeling of inner circle (old) English and outer circle (new) English is overly value-laden since it suggests that older English are more truly 'English' than those historically younger varieties in the outer circle. Such a distinction seems even more problematic because it has been noted (e.g., ibid: 285) that, historically, all varieties of English other than 'English English' are transplanted.

Fourthly, as can be observed from the discussion above, much of the investigation into World Englishes has focused upon descriptions of or distinctions between inner circle English and outer circle English. This has led Berns (2005: 85–86) to conclude that although extensive research into English in the inner and outer circles has provided a great deal of information and insight into the spread, functions and status of English in these zones, less is known with regard to English in the expanding circle. Kirkpatrick (2007: 29–30) believes that this is because at the time of the development of the World English model in the 1980s it was not possible to estimate the escalating role the English language would later play in many countries in the expanding circle. Kirkpatrick offers China as an example, and details the increasingly important position which English has attained in the country, including a massive rise in the number of English language learners over the last 10 years as well as a rapid rise in the use of English in computer mediated communication and growing employment of the language as a lingua franca within China. Similarly, Ferguson (2006: 151) discusses the case of Denmark, categorized firmly within the expanding

circle, where English, nevertheless, now exists not only as a foreign language, but also has important internal functions, reminiscent of outer circle membership. Indeed, Ferguson (ibid.: 151) concludes that English is now so widely employed as a *lingua franca*, with increasingly ‘deanglicised features’, by proficient L2 users in parts of (expanding circle) Europe, that the likelihood is that a separate variety with its own codifiable set of norms will emerge. Berns (2005: 85–86) recommends that, in order to address the identifiable gap in the World English literature more generally and to provide a broader appreciation of English world-wide, more in-depth studies are required, focusing on the spread, development and acquisition of and attitudes towards English in specific areas of the expanding circle. This is broadly compatible with the view of Canagarajah (2006: 33), who maintains that research should be undertaken into the increasing international use of English in the expanding circle. Moreover, because of the growing importance of Asia as an economic area (Brutt-Griffler, 2002: 112) and the development of English as a ‘Far East *lingua franca*’ (Kachru, 2006: 185), it would be particularly profitable to examine the functions of English within the specific Asian context of the expanding circle. By focusing on attitudes towards varieties of English in Bangladesh, it is hoped that the study will help broaden understanding of English in the outer circle.

Despite the issues mentioned above the World Englishes model continues to provide useful shorthand for classifying contexts of English world-wide’ (Bruthiaux, 2003: 172). Hence, in the course of the book and despite problems with precise definitions, the terms native/non-native and inner/outer/expanding circle are all employed in the description of the varieties of English speech recorded for the purposes of evaluation. The terms inner circle, outer circle and expanding circle are defined according to Kachru’s (e.g., 1985, 1992) categorization as mentioned above. For the purposes of the present study, a native speaker of a language is defined, following Richards et al. (1992: 241), as an individual who acquired the language in question in early childhood. Defined in this way, the native speakers of the language in question are in sole historic possession of a particular *habitus*, i.e., a set of dispositions acquired in early childhood, which generate attitudes, habits and practices which are regular, despite neither being coordinated nor governed by any explicit rule (Thomson in editor’s introduction, Bourdieu, 1991: 13). A non-native speaker can thus be defined

as an individual who learns the language after early childhood as a second or foreign language (e.g., Singh et al., 1995: 286).

However, as Trudgill (2008a:84) notes “. . . up to the age of eight or so, children are able to acquire a new language more or less perfectly, given adequate exposure. After the age of fourteen, on the other hand, the vast majority of human beings are not able to do this. In between eight and fourteen, there is an enormous amount of variation, and results will be, as it were, in between. The concept of ‘‘native speaker’’, just like most other sociolinguistic concepts, is thus not a matter of either-or. It is a concept, which admits of degrees of more-or-less . . . it is simply that some people are more native speakers than others are”. Hence, in the context of the present study, we should bear in mind that the use of such a system of classification is not without its problems.

### **1.3 The English Language in Bangladesh**

As detailed in the previous section, according to Kachru’s model, English in Bangladesh is categorized within the outer circle, where the language does not have status of an official language, it does not function as a lingua franca, and however, it is a relic of colonization. Although English has a restricted range of functions in Bangladesh it is taught extensively as a second language in the education system and is increasingly employed in international trade, overseas travel and in academic research. English, spoken and written, is also increasingly prevalent in the media in Bangladesh and is a major influence on both the Bangla language and Bangladeshi society. These issues are discussed in more detail in the following chapter.

### **1.4 History of Bangladesh: Contact with the English Language**

Since its earliest inception, Bangladesh has been greatly influenced by its neighbors, India and Myanmar. In historical terms, it has the most pervasive language contact with India.

In particular, the importation of Bangla characters (Writing System) to represent in script both sounds and semantic values in Bangladesh, had an abstruse effect, leading in fact to the development of the Bangladeshi writing system. The first contact with Europeans came with the arrival of the British in the latter part of the sixteenth century. However, due to the isolationist policies of the Government at that time, contact with the Persian lasted for only few years and with the Portuguese for less

than a century. In 1765, Bangladesh (was attached with India) established trade links with the English traders (known as the East India Company) and a small English trading post was established. For the following years, English became the dominant European contact with Bangladesh, and English, the only European language studied (by an elite group of scholars) in the country. Contact with the English language was very important for the later spread of English in Bangladesh. The groundwork for the study of 'the West' was established by those Bangladeshi scholars who studied and translated English namely, Raja Ramohan Roy, Rabindranath Tagore, Jagadish Chandra Bose, so on and it is clear that the history of English in Bangladesh would be markedly different if it had not been for the presence of the English. The first major contact with English can be traced back to 1835 with the arrival of the English mission to Bangladesh. The aim of the mission was to gain trading concessions for the British Government and to bring Bangladesh (India at that time) into the world of 'civilized nations'. The linguistic landscape of Bangladesh also changed, with scholars shifting from the study of Bangla to English to learn about the west. This shift accelerated with the establishment of the new British government.

A process of general modernization of Bangladesh occurred from 1823, which included an influx of English-speaking foreigners and the widespread study of English in private language academies.

Following the end of the war in 1971, a new constitution, which came into effect in the seventies, introduced a new educational structure: 6 years at primary school, followed by 3 years each at junior and senior high schools and 2 or 4 years at college or university. The first 9 years of schooling were compulsory, a legal requirement that continues to this day.

Although English instruction was formally an elective in the school system, in practice it was virtually obligatory. The influence of the United Kingdom also shifted the instructional model of English from RP to mainstream US English in many private schools. Outside of the school system, learning English conversation also became popular. The hiring of foreign teachers of English (i.e., from the inner circle of English use) to work in private language schools catered for the increasing demand for English conversation from a wide range of learners, including housewives, students and businessmen. This resulted in increased opportunities for Bangladeshi

learners to interact with native speakers of English. Since the British Colonization business and government as a strategy to 'internationalize' the nation have promoted learning English.

### **1.5 English in the Bangladeshi Education System**

Until recently, most students began learning English in Bangladesh from primary school level as a compulsory subject. According to Hamid & Baldauf (2008, p.16); Yasmin, (2005 & 2007),

“In Bangladesh, students are learning English language as a compulsory subject from Class/Grade 1 till Grade 12, and later at the tertiary level.”

There have also been changes to English language instruction in junior and senior high schools in Bangladesh. This is mainly in response to criticisms of the effectiveness of English language teaching at these institutions by both Bangladeshi industry and government officials, who have generally called for a more pragmatic approach to English language education in Bangladesh because of perceptions of the importance of English in many aspects of trade, science, tourism and other leisure areas. The results of a survey detailing the IELTS English language examination scores (for 1997–1998), where Bangladesh was ranked the lowest of all 26 Asian countries, greatly intensified these criticisms. By 2002–2003, the performance of Bangladeshi students in the IELTS examination had not improved. It is also interesting to mention that SPOKEN, GMAT and various English examinations are available. Though Bangladesh was ruled by British colonization, at present, in Bangladesh education system, both American and British English are available.

English has played a central role as the common international language in linking people who have different mother tongues. For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language. In addition, English abilities are important in terms of linking our country with the rest of the world, obtaining the world's understanding and trust, enhancing our international presence and further developing our nation.

With almost immediate effect, the learning of a foreign language (overwhelmingly English), previously an elective subject (although, in reality, de facto compulsory) was, nevertheless, formally designated as a compulsory subject at junior and senior

high schools throughout Bangladesh. As before, all public junior and senior high schools are currently required to follow the national curriculum for English put forward by the Ministry and to use only those textbooks approved by the Ministry. In addition, specific targets in English were set for all junior and senior high school graduates to attain. The ultimate objectives of the plan are to ensure that all Bangladeshi nationals, upon graduation from junior and senior high schools, are able to communicate in English and that, in addition, university undergraduates attain an ability to use English in their work. This is reflected in the frequent use of the word 'communication' throughout the discourse. Although in junior high schools, there has been a considerable reduction in the number of hours of English study per year. Whilst such policy guidelines clearly reflect the desire to move towards a more communicative approach to English language teaching (i.e., less teacher centered and greater student participation), it is highly debatable whether this has been followed in practice. Indeed, since approximately 50% of high school students continue to study at post secondary level, the content of English class activities at high school level remains concentrated on reading, writing, grammar, and less on speaking and listening skills, in order to prepare students for the English component of university entrance examinations. Scholars point out that such a focus has wider implications for the English language proficiency of Bangladeshi learners, who, "while working meticulously, and on the whole successfully, with the written language, have had great difficulty in speaking and listening to English".

A further initiative by the Ministry of Education was the decision; EIA is an international English language proficiency development programme for the people of Bangladesh. It is being financed by a budget from the UK's Department for International Development (DFID) and implemented by the government of Bangladesh. It is being delivered by a partnership, which includes the Open University, UK and the BBC World Service Trust. As a part of the planned intervention, EIA is working for English language teacher development at primary and secondary sectors of Bangladesh so that these teachers can implement CLT principles in their classrooms and thereby develop 'communicative competence' (Hyme 1971, 1966) of the students.



EIA in their pilot phase (2010-2011) has trained primary school teachers of 22 pilot Upazilas of Bangladesh for more than a year so that they can be properly exposed to the principles and techniques of CLT and use them in their classroom practice.

Moreover, a further policy is for 10,000 high school students to go overseas to study, per annum, in order to attain more international experiences; although in 2003 only 1,000 students actually did so.

### **1.6 The Global Spread of English and the Role of English in Bangladesh**

The great majority of ALTs are employed as assistant teachers of English (AETs) most likely as a reflection of perceptions amongst policy makers in Bangladesh that it is the English language which can contribute most to the 'promotion of internationalization' in Bangladesh. Moreover, one factor, which is of particular importance in the present study is that current Bangladesh policy towards English explicitly favors speakers from the inner circle, as a native speaker of English provides a valuable opportunity for students to learn living English and to familiarize themselves with foreign languages and cultures. In this way, the use of a native speaker of English has great meaning. Therefore, for the enhancement of the teaching system, the effective use of native speakers of English will be promoted.

It is interesting to note that no mention is made of the wide social and geographical diversity within native varieties of English. Nevertheless, the implication seems clear: high school learners of English in Bangladesh should look towards (speakers of) varieties of inner circle speech for 'notions of correctness'. This is demonstrated by the traditional recruitment policy for the BET Programme, with AETs recruited from the inner circle of English use. Much smaller intakes to teach other foreign languages were accepted.

Acknowledge of English is essential to enter higher education in Bangladesh as every university institution, whether national, private, includes English as a subject in its entrance examination. Indeed, a student's English score is most often given the greatest weight in these examinations. As described above, English entrance examinations tend to focus on reading, writing and grammar at the expense of oral-aural skills. As a result, the specific term employed in Bangladeshi to describe the English tested in these examinations, implies that this is a particular type of English

and thus, different from 'real English'. In recent years, universities in Bangladesh have attained a great deal more self-determination. Hence, at present, there are no national guidelines for foreign language teaching at Bangladeshi universities. In practice, many 4-years universities require students to study one, or at most two, foreign languages (one of), which is usually English. It is a tradition in Bangladesh that generally English is taught as a second or foreign language in universities.

### **1.7 The English Teaching in Bangladesh**

Most classes tend to be large i.e. 50 students and meet for only 45 minutes in one English class. In addition, since it is the prestige of the universities which Bangladeshi students enter that determines their future, and not the quality of the research they do there (and since graduation is almost a foregone conclusion). University classes are often poorly attended. There are, however, some signs of change. Moreover, some private universities, now commonly teach in both English and Bangla. The Ministry of Education has also recently initiated a scholarship scheme for short-term overseas study for Bangladeshi students who utilize exchanged agreements between universities in Bangladesh and overseas.

In the private sector, large numbers of individuals continue to learn English language in schools throughout Bangladesh. English language teaching (ELT) is a big business in Bangladesh and a healthy ELT publishing industry exists. It was estimated that as much as 3,000 billion TAKA was spent on the ELT industry in Bangladesh in the year 2000 only. Private language schools can be divided into two distinct groups. The first group, 'English schools', where teachers are invariably Bangladeshi, prepare junior and senior high school students for English (and other) examinations. The second groups, where teachers are usually from the inner circle, generally offer courses for adults who wish to improve their proficiency in conversational English.

Linguists and scholars maintain that because of a strong association between English and internationalization in Bangladesh, the motivating factor for these adults to learn the language is their perceptions that 'they need to learn English to become internationalized'.

## **1.8 The English Language Media in Bangladesh**

It is important to remember that the Bangladeshi media represent a large, diverse and varied field containing the pursuit of many agendas, conflicting ideologies, technical procedures and distinct styles. Nevertheless, the media (together with the ELT industry) in Bangladesh have responded enthusiastically to the association between learning English and internationalization described above. This association is particularly evident in the use of English in Bangladesh television commercials.

Access to spoken English in Bangladesh is also available from the radio. Although the majority of radio programmes broadcast by the public and the commercial radio stations are in Bangla (where nevertheless, music from the US and the UK is also played), some specialist English language programmes do exist, principally for English language instruction, news and entertainment. Moreover, in recent years, access to international radio stations through the internet has become freely available in Bangladesh (and elsewhere), presumably resulting in greater exposure to different varieties of spoken English amongst Bangladeshis who download English language programmes from overseas radio stations.

Since 2000, it has also been possible to watch bilingual television programmes in Bangladesh, or programmes subtitled in Bangladesh, a great proportion of which are American movies or news. In a recent overview of English programmes on Bangladesh television, the researcher notes that whilst English is not prevalent in dramas or documentaries, there are a growing number of programmes, designed for English language instruction for both children, and adults.

The researcher also maintains that the English employed, as a target model in such programmes is generally 'British English'. Moreover, with the recent growth of satellite and cable television in Bangladesh it is now possible to access overseas channels, such as stations from CNN (USA) and the BBC (UK). In cinemas, there are also opportunities to watch a large number of English language movies, again subtitled in Bangladesh, the majority of which are exported from the USA.

In terms of the availability of written English, many daily Bangladesh-based English language newspapers are freely available for purchase (namely, The Daily Independent, The New Nation, the Daily Star, New Age, Dhaka Courier, the

Bangladesh Today, the Good Morning, Daily Sun, Financial Express and so on) and one weekly publication (The Bangladesh Times Weekly). The readership comprises of both L1 speakers of English and Bangladesh. The researcher maintains that the written variety of English employed in these newspapers is either 'Standard American' or 'Standard British' and that the functions of English language newspapers in Bangladesh are to explain Bangladesh in English as well as to promote comprehensive coverage of world news (thought to be lacking in the Bangla language newspapers). In the case of the latter, both The Bangladesh Times and The Daily Nation have to compete with The International Herald Tribune (financed by The New York Times and The Washington Post), which is also freely available for purchase throughout Bangladesh. It is also important to note that English language newspapers from a great many countries are also widely available on the internet for users throughout the world. The English language newspapers in Bangladesh also provide a valuable forum for vigorous debate on the current and future role of English in Bangladesh. Moreover, imports of academic books, magazines, dictionaries and other language-learning materials in English, predominantly from the US and the UK, are sold throughout Bangladesh. Despite the existence of English language newspapers, magazines and books as well as the high profile of the English language generally in Bangladesh, there is, nevertheless, no tradition of native Bangladesh literature written in English.

### **1.9 The Influence of English Loanwords on the Bangladesh Language**

Whilst Bangla phonology, syntax, pragmatics and discourse remain comparatively impervious to English, perhaps the most salient way in which the English language influences Bangladesh society (besides the education system) is through the continuous influx and nativisation of English loanwords into the Bangla language. Although Hindi/ Urdu words are also a major linguistic influence on the Bangla language because of the long history of language and cultural contact, most of the Bangladeshi does not perceive these as loanwords. During the British period, foreign loanwords, from western languages, particularly English, became instrumental in the modernization of Bangladesh.

There are a number of processes by which English loanwords are adapted into Bangla, namely: phonological; morphological; and semantic. In any language contact

situation, there are frequent linguistic (as well as extra linguistic) factors, which prevent the native of loanwords. In the case of Bangladesh, nevertheless, no such linguistic barriers exist and it is lucid that English loanwords play an important role in Bangladesh and are employed by virtually all native speakers of Bangladesh. An overview of their role is presented below:

- Many technical terms, in a wide range of fields, are imported into Bangladesh for ‘advanced knowledge’. In recent years, due to the spread of computer technology, words such as ‘hacker’, ‘networking’ and ‘input’ have been incorporated.
- Related to, many English loanwords are incorporated in order to describe new (or pseudo-new) phenomena, which did not previously exist in Bangladesh. Examples include: hoomuresu from ‘homeless’, and kechappu from ‘ketchup’, which do not have Bangla equivalents.
- English loanwords are also employed, especially in advertising, in order to create new images of ‘old things’. For instance, kitchin from ‘kitchen’ updates its Bangladeshi equivalents *Rasoi*. In this way, the utilization of English loanwords in the naming of products can promote images of ‘a sophisticated western lifestyle’ and/or of ‘internationalization’.
- English loanwords can be employed as euphemisms to express difficult sentiments or taboo topics. Examples include “Washroom”. Urinal.

In addition, Loveday (1996: 195–197) notes that the use of English loanwords can function as alternative forms of discourse. For instance, English loanwords can be employed as ‘in-group youth language’.

The language of adolescents and, in particular, high school girl language has been greatly influenced by English. It is interesting to note that such language is most noticeable in the lyrics like-

- ❖ “Stoic Bliss halay abar jigay  
Heshona miss amar mon ghabray  
Eshechi hesheh joy korte ridoy  
New York to Dhaka baby abar jigay”

- ❖ **“ From the metropolis down by the river,  
we dhakaiyas born and raised  
Puran Dhaka that's where I stay  
You can catch me at K.M. Das lane chilling with my gushty”**

#### **1.10. Review of Relevant Literature:**

There are many studies conceded out in the field of Applied Linguistics and ELT around the world. Some of the important works related to the present study are reviewed here.

- Kripa K. Gautam (1988) published his thesis on ‘English Language Teaching: A Critical Study of Methods and Approaches’ where he interacted with the teachers and students’ reaction in the ELT in classroom at the college level in Haryana state. Since the study (Kripa K. Gautam) deals with, use of English in the class, practice of language skill, needs of English, textbook materials, etc., it is directly relevant to the present study.
- Kothainayaki (1994) has observed the interaction between the teachers and the students studying in the X, XI and XII standards. She has observed some of the patterns of teacher - students and student - student interaction both inside and outside of the classroom. Further, she has investigated the errors in the use of articles, prepositions, particles, etc. Hence, she recommends that grammar teaching should have been started right from the first standard and enforcing many grammatical drills, which will enhance the students’ interpersonal communicative competence.
- Karthiyayani (1995) has studied the reading comprehension of the students studying at the higher secondary level in Iran. She finds that the reading performance of the students in English is better when the answers are explicitly stated in the passage, and the students find difficulty if the answers are scattered in the passage. Further, she has observed that the parental economical position and the student’s previous academic status also play a role in language leaning.
- Francis (2006) looks at current state of knowledge regarding second language acquisition/ learning among the 12th grade students in France. He finds that

isolated explicit error correction is usually ineffective in second language (SL/L2) learning. He says that knowing a language rule does not mean that one will be able to use it in communicative interaction or in writing. He suggests that, to become fluent in a language, one must practice using it; to become fluent in a language, one must receive extensive L2 input. There are predictable sequences in SL acquisition; learners have to acquire certain structures first before they can acquire others as their Interlingua develops. The learner's developing grammatical system, the Interlingua, is often characterized by the same systematic errors as made by a child learning that language as a first language. At the same time there might be systematic errors which appear to be based upon the learner's first language. Learners need to focus on the form in order to develop a more complete grammatical repertoire in the second language.

- Malaka (2001) has explored the motivational problems in teaching - learning English as a second language at the high school level with particular reference to 9th, 10th, 11th standards in Brazil. This study reveals that the motivational problems are relatively less in the higher classes than that of the lower classes. 55% of the 9th grade students and 52 % of the 10th grade students suffer from motivational problems. Furthermore, he has also identified that the quantum of vocabulary used in the textbooks also determines the quantum of motivation achieved.
- Arifa Rehman (1999) worked on "English Language Teaching Education in Bangladesh: Towards an Alternative Paradigm", which extends the idea of a cohort of student-teachers on the training course and the comparison at the secondary school level. She also dealt with the behavior of teacher-student in the classroom towards learning English.
- Sobana (2005) explores the communicative competence in written English among higher secondary students in India. She evaluates the competence-based achievements of the students based on the marks obtained by them to the given test items like identification of sounds and letters, identification of word meanings, application of word meaning in sentences, letter writing and composition. Her study reveals that the instruction and parental economical

and educational background have a direct impact on the competence based achievement and ability to use written English.

- Uzpaline and Galina (2003) carry out a study among the under graduate students in Lithuania. Their study reveals that 80% students are weak in listening and 73% students are very weak in speaking. The investigation observes that 65% learners can read the English text correctly at satisfactory level and can express their opinion through written English. The findings establish that the teachers have less practice of the listening and speaking in the classroom. This study has a relation with the current study because both the studies evaluate the performance of students in English.
- Hasan (2005) conducts a linguistic study on the “English Language Curriculum at the Secondary Level in Bangladesh - A Communicative Approach to Curriculum Development” which deals with the learners and teachers attitude towards the communicative method. He finds that 59% students show disinterest in speaking English, because of the positive attitude towards their mother tongue and there is an animosity towards English, as it is hard, as they perceive, to learn. He also discovers that the syllabus and the curriculum of education are examination oriented, which does not meet the demand of acquiring language competence. He observes 82% rural and urban madrasaah students complain that English is not sufficiently used in the class; on an average 68% teachers admit that they do not arrange the practice of four skills of English language in the class.
- Ruhma K. C. (2010) works on, “Appropriateness and Relevancy Of Communicative Language Teaching (CLT) For Bangladesh: A Perspective From Bangladeshi Rural Secondary School English Teachers”, shows the structural constraints and teachers' views on language learning and teaching influence CLT adoption in rural Bangladeshi schools.
- McKay H. T. (2011) “An Investigation into a Communicative Approach to English Language Teaching in Governmental and Nongovernmental Primary Schools in Bangladesh” provides a useful look into both classroom proceedings in BRAC and governmental classrooms and students’ *actual* communicative ability in English. His study is limited to the primary level.



- Hasan K. M. (1990) “A Linguistics Study of English Language Curriculum at the Secondary Level in Bangladesh- A communicative Approach to Curriculum Development” discusses about a survey of different methods of language teaching. He evaluates the different interpretations of communicative methodology. The study sketches out a framework of an appropriate communicative methodology for Bangladesh situation by incorporating different voices heard around within the line of development. A good array of tasks and activities were designed which could be used in English language classrooms in Bangladesh. He also mentions that the juggling acts of the teachers and the students in the class, that is, the methodology adopted by the teachers. For this, teachers and students of different schools and madrasahs across urban and rural areas were interviewed to have an overall ELT scenario of Bangladesh.

### **1.11 Scope of the study:**

There are many research works, which have been carried out over past two decades in Bangladesh on CLT and its’ approaches. A shifting from the grammar-translation method to the introduction of the communicative method on the Bangladesh social context, as it is a secular state; it was a big challenge for the government. However, it is unfortunate that still the standard of English proficiency is below the standard level. For such a top down revision, no studies have been conducted to substantiate the presence of a communicative approach in Bangladeshi English classrooms. Hence, this thesis is mainly focused on the two popular mediums of schools i.e. Government or Bangla medium school and Non-government or private i.e. English medium schools in Dhaka city. Even though, the basic method used for teaching is the communicative method, yet there is a difference in the way it is adopted in the two mediums of schools. However, the Bangla medium schools teach in terms of Bangladeshi context, while the English medium schools delivers in terms of British context. This subsequent thesis is based on the examination of the discrete contexts in the two medium schools and is an attempt to judge, which is better.

It also aims at exploring the teaching:

- 1) to probe to what extent in-class English teaching and learning practices reflect a communicative approach to ELT; more specifically, the major difference of

learning English between two medium of schools i.e. Government (Bangla) and Private ( English medium schools) English classrooms.

- 2) A critical assessment of the principle trends and features of the English teaching programme at the school levels.
- 3) To review the communicative ability of Bangladeshi students enrolled in these schools.
- 4) To inspect the relationship between the teachers and students' communicative ability.

The present study will more focus on communicative method and grammar translation method rather than audio-lingual method as its uses is less in Bangladesh.

The present study is limited in scope in that it deals with only two methods, namely, the grammar-translation method and communicative method with a view assessing their impact on the teaching of English in schools in Bangladesh. 80 students of grade 9<sup>th</sup> and 10<sup>th</sup> ad 20 teachers from different schools in Dhaka city were used as informants for the present study.

#### **1.12 Question of the study:**

The present study attempts to answering the following questions in relation to the present situation of English language teaching in Bangladesh.

- Q1. In what way is the communicative method used in the two medium of schools?
- Q2. Is there any significant difference of teaching and learning process between the two medium of schools in Bangladesh?
- Q3. How should the communicative ability be improved in Bangla medium schools in relation to English medium schools?
- Q4. How to use English in real life situation?
- Q5. Should speaking and listening be part of the test?
- Q6. How does the teaching technique differ in Bangla medium school from English medium in English classroom?

### **1.12 Hypotheses:**

The research study will be carried out with the following hypothesis in mind. The researcher is of the opinion that some methods of teaching have a wide range of acceptance in comparison to other methodologies. In Bangladesh, grammar-translation method with the audio-lingual method and communicative method are very commonly used in every sector among other methods. The primary distinction is the disparity that exists between Bangla medium and English medium schools as far as methodology is concerned. In recent years, communicative method has found an important position in the national curriculum in Bangladesh. The students graduating from English medium schools are fluent in their expressions. In contrast, students from Bangla medium background have difficulties at the tertiary level. Therefore, in Bangladesh, most learners and teachers have trouble in learning and teaching a second language specifically English, where, the methods of teaching become the crucial point. Secondly, the present thesis is an attempt to examine the relationship between the teachers and students' communicative ability in English and Bangla medium schools. Thirdly, the present study will try to assess the communicative ability of Bangla medium students and English medium students. Thus, a critical study of ELT methods would necessarily involve an examination between the two major systems of education. The hypothesis under consideration for the present study are as follows;

1. There is significant difference between English medium schools and Bangla medium schools in Bangladesh.
2. There is significant difference between the English medium school students and the Bangla medium school students in their attitudes towards writing in English.
3. Based on observation, it is hypothesized that the English medium school students are more fluent in English than the Bangla medium school students are.
4. The economic status of the family of the students does have an influence on learning English.

### **1.13 Methodology:**

This is a cross-sectional study. It has elicited information from students and the teachers of Bangla medium schools and English medium schools. Twenty teachers have been selected for the study; eight teachers from Bangla Medium schools and twelve teachers from English Medium schools. Eighty students have been selected for the study; 40 students from English Medium schools and 40 students from Bangla Medium schools. The data of the study have been elicited through questionnaire and observation. Two sets of questionnaires have been designed; one questionnaire for the teachers and one questionnaire for the students. The questionnaires were on five-point scale, grading as 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree'.

After collecting the data for the study, the data collected through the questionnaire have been processed, tabulated, edited and coded. After the processes of coding and tabulating, the data have been inserted into SPSS programme (version 16.0) for analysis. Then, the results obtained have been reported and interpreted in numbers and in a written form.

The present study attempts to address a number of issues related to teaching methods especially Communicative method between two medium of schools i.e. government (Bangla medium) and non-government or private (English medium) schools.

The result of the present study has been presented into five chapters as mentioned below:

The first chapter provides introductory information related to the topic of research.

Chapter two entails the implementation of various forms of English in Bangladesh. It also mentions the instruction of the English uses between the two medium of schools and the various textbooks.

Chapter third illustrates the augmentation of research methodology of the present study, which has been implied for the data analysis

The fourth chapter analyses the teachers' and students' questionnaires and elucidation of the results, which determines the purpose of the present study.

Chapter five presents a brief overlook of the study and gives the summary and conclusion. In the section on conclusion, it also suggests certain points for the improvement of the present education system in Bangladesh based on the findings of the present study.

## **CHAPTER TWO**

### **ENGLISH IN BANGLADESH**

#### **2.1 Introduction**

English is one of the most undeniably essential developments of today's world, one of the most monumental achievements that have ever been made to a language to be today's global language and to be internationally spoken by millions of people as a second language. English language keeps us updated about the world outside and allows a constant direct contact worldwide in various aspects, whether for business, interchanging culture or making social relations with the developed countries. English has been global through out the world because of some fundamentally doubtless facts. It has witnessed various changes and progress through English Colonize, which was the first step for English language to be global and to be spoken by a great number of non-native speakers of English. The Industrial revolution was again another big phase for English language to be used in a better business communication. The last but not the least, is the dominant electronic revolution all around the world; the source of such electronics are the today's leading countries: United States of America and United Kingdoms.

English has a virtual effect on Bangladesh too. Even though it was during British Colonize that English had its first implementation on Bangladesh, but that became a history soon after British rule ended. Now English became an imperative subject for people to learn, partly because of self-interest and mostly because it is a global language. English is everywhere, whether we want an access to internet or communicate live with other countries. Internet played a significant role in people's minds to create a desire to learn English. In Bangladesh, about 80% of Internet based programs are supplied in English Language.

Prime Minister of Bangladesh has declared to rebuild the nation as '*A Digital Bangladesh*' and this involves learning English for the public. Also for trades and businesses such as garment import and export (the country has approximately 5000 garment factories), people ought to learn English for a clear communication, easy exchange of thoughts and ideas, proper dealings, and for a successful business ahead.

The success of English throughout the world stems from two major causes:

- The far reaching influence of the British Empire, and the 20th century,
- and continuing dominance of the United States in the fields of business and entertainment.

Moreover, today's world is becoming increasingly globalized. In this globalized world, people of Bangladesh have realized the importance of English education, and have started sending their children to English schools. The government of Bangladesh has also made it a point to provide equal educational opportunities to all Bangladeshi nationals irrespective of their sex and age.

In Bangladesh, though Bangla is the official language and the medium of instruction and examination in the mainstream education, library resources are still in English. Books and journals in central and seminar libraries in various universities in the country are mostly in English. According to a study, (Haque 2006) in the central library of Dhaka University the total number of books is 6 lacs of which 405668 (67.6%) are in English, and out of 73,500 journals 65,662 (89.3%) are in English. In the central library of Rajshahi University the total number of books is 2, 74,586 of which 1, 98,922 (72.4%) are in English, and the number of journals is 36,290 of which 35,582 (98%) are in English. In the central library of Agricultural University, Mymensingh, the total number of books is 1, 41,321 of which 1, 20,282 (85.1%) are in English, and the number of journals is 35,577 of which 33,248 (98.1%) are in English. In addition, in the central library of BUET, the total number of books is 1, 17,718 of which 92,887 (78.9%) are in English, and out of 15,143 journals 13,487 (93.9%) are in English. Similarly, books and journals in seminar libraries are mostly in English. According to the same study (Haque, 2006: 135), in 15 departmental seminar libraries in Dhaka University, there are 99, 849 books of which 94668 (94.8%) are in English, and there are 10,415 journals of which 8,339 (80.1%) are in English. In 30 departmental seminar libraries in Dhaka University, there are 71,551 books of which 50,858 (71.1%) are in English, and there are 15,018 journals of which 13,571 (90.4%) are in English. In 12 departmental seminar libraries in BUET, there are 46,485 books of which 45,282 (97.4%) are in English, and there are 5,459 journals all of which (100%) are in English. In three departmental seminar libraries in Agricultural University, Mymensingh, there are 22,255 books of which 20,900

(93.9%) are in English, and there are 6,860 journals of which 6,850 (99.9%) are in English. Again, in the analysis of University syllabi Haque (2006: 140) tries to find out the number of texts and reference books recommended for the undergraduate and Masters Syllabi.

According to his study, syllabi of 17 departments of Dhaka University, the number of recommended texts and reference books for undergraduate programmed is 4,439 of which 4,070 (91.7%) are in English, and for the Masters programmed, 1892 texts and reference books of which 1,839 (97.2%) are in English. In 39 departmental syllabi of Rajshahi University, the number of recommended texts and reference books for undergraduate programmed is 10,696 of which 8,893 (83.1%) are in English, and for the Masters programmed, 3,949 texts and reference books of which 3,547 (89.8%) are in English. In 7 departmental syllabi of Agricultural University, Mymensingh, the number of recommended texts and reference books for undergraduate programme is 2,217 of which 2,182 (83.1%) are in English, and on the Masters program, the number of recommended texts and reference books is 1,061 of which 1,052 (99.2%) are in English.

These data show an overall picture of the dominance of English in Bangladesh.

Apart from public universities, there are Private universities of Bangladesh, which are like English medium schools, where every subject is taught in English. There are about 60 private universities in Bangladesh. The admission test includes a section on English, whichever subject the candidate chooses and the entire test paper comes in English only. Hence, learning English is mandatory for higher education, in Bangladesh.

Abridging the above facts, we can construe that English is a very significant subject, widely taught and learned by people due to its stipulation in the whole world. These data show an overall depiction of the ascendancy of English in Bangladesh. The information suggests that it is unfeasible to have effective higher education without the skills of learning English.

## **2.2 English Proficiency in Bangladesh:**

After the liberation of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation, open to choose its own educational vocation. As



Bangladesh was, and still is, a secular state, many forms of education were permitted to co-exist. The formidable British system was, and still is, largely dexterous. There are different types of institutions in Bangladesh, including madrasah, governmental, non-governmental and international or private institutions, the two relevant for this thesis are governmental and international or private institutes ( respectively referred to as Bangla medium and English medium schools) and we also find out this scheme is practiced in both mediums widely.

A range of English medium schools typically funded and operated privately, also exist that, until recently, were not officially registered with the government's Ministry of Education. These schools have grown significantly in response to market forces and demand, and the number of students increased by 12% in 2000. The curricula offered in these schools are British, and students prepare for their GCE O and A Levels. In 2001, there were 42 English medium schools, educating around 49,000 students (British Council, 2001). The World Bank suggests that fees for out-of-school tutoring place an undue burden on poorer parents and undermines the government's equity goals (World Bank, 1999a). There are about 110 English medium schools only in Dhaka itself and the numbers are mounting more rapidly day by day. This is an unanticipated issue; the hefty numbers of schools are allowing students to have access to English easily and swiftly. This may soon result in an outburst of English expertise in Bangladesh.

Since 1990s, there has been a paradigm shift in ESL/EFL teaching in the part of GoB, a desire to play a more prominent role in the international arena (NCTB, 2003). The prime minister of Bangladesh stated that, 'with a view to promoting employment abroad and encouraging transfer of technology, emphasis will be laid on coaching English along with the mother tongue' ( the Daily Observer 2003, cited in Imam 2005)). This new stance on ELT marked a noteworthy change to widen the teaching the methods and curriculum.

However, Students' adeptness of learning English in Bangladesh is still very meager. Khatun and Begum (2000) found that students' proficiency level in English is still very stumpy. Out of two hundreds, grade 9 and 10 students from Dhaka (who supposedly have stronger English skills), they found less than 40 students scored well in selected language skills test and many students scored zero. A large majority of

students at the undergraduate level in Bangladesh cannot access English textbooks prescribed in their syllabus for their lack of required proficiency of learning in English. Therefore, they depend only on Bangla books, and the vast resources in the libraries being in English remain unutilized. As a result, in most cases, higher education in this country suffers miserably; it falls far below the international standard.

In Dhaka, large number students are going to either English medium or Bangla medium schools. These two categories fall into like Government school and private schools. Most of our government schools are Bangla medium and monitored by the GoB. The monitoring includes syllabus, lesson plan, faculty that has been approved by the GoB. The non-government schools are private schools. They are mainly English medium schools and non-government people (London or Cambridge Board) monitored them. They are independent and their syllabus, lesson plan custom made by them. Past few years, we see the rapid change in the education system in Bangladesh and one of the biggest reasons of these changes for the elitism and English medium schools.

Even though both these mediums are using communicative scheme; still we unearth that there is a deficiency in the students' learning and the teachers' teaching. The lack of proficiency is still there and the present cram will enable us to know how.

### **2.3 The English Medium vs. Bangla medium Schools**

Imam observes that English-medium schools pursue a globalized curriculum, developed in the United Kingdom (UK. in these schools, all subjects are taught in English, except Religious Studies and Bangla. Bangla is an elective subject and those who take it seldom reach competency beyond grade 5 standard in writing (Imam, 2005). In accordance with the curriculum, the textbooks (as well as the other teaching materials) and the appraisals are urbanized in the UK. The assessment referred to as General Certificate of Education has two levels: Ordinary Level( O'Levels in short), taken at the tenth year of schooling and the Advanced Level ( commonly referred to as A'Levels), taken at the twelfth year, are prepared by the London Board of Examinations and facilitated by the British Council( Imam, 2005). After passing the A levels , the students from these schools take admission either in private English medium universities or travel abroad for further studies.

Substitute to the English Medium is the Bangla Medium, offered by the GoB where the situation is the repeal in Bangla-medium schools, here all subjects are taught in Bangla, except English and Religious Studies (Imam, 2005). The Bangla Medium of education is the most popular medium of education in Bangladesh. At present English is taught for at least one-class period (one class period is 45 minutes) a day at the secondary level (Hamid, 2007) the secondary education is comprised of grades six to twelve, and is divided into three levels, junior secondary (grades 6 through grade 8), secondary (grades 9 and 10), and higher secondary (grades 11 and 12). A point to note here is that currently there are 317 Bangla medium public secondary schools, which employ 7,434 teachers and 13,224 private secondary schools, which employ 178,269 teachers, in Bangladesh (Ministry of Education Statistic, 2005), but they all follow the NCTB prescribed curricula.

After grade 10, students, both from public and non-government schools, are required to sit for a state mandated examination- the Secondary School Certificate (SSC). The examination follows a common national content, but is administrated regionally (Imam, 2005). Students obtaining 80 percent or higher are given special recognition. However, the system of marking now has been developed with the equivalence of English medium school. Now it is used as a grading system, which is also called GP or GPA. If any student obtained five points, it means GPA-5. It is a high-stakes test because the students must pass all the tests in the examination to receive the secondary school certificates, without which they cannot get admission to grades 11 and 12. Bangla medium schools have English version as well. Many schools in Dhaka city have this English version, which is observed by the GoB itself. Bangla medium schools have English versions as well. This version mainly arose from English medium systems. Since English medium system principally trail books and classes in English, Bangla mediums have also started this system to magnetize students who are interested in English. However, this medium is not so popular yet. It is found among few reputed schools.

Students who are booming proceed to two years of higher secondary (called Colleges) at the culmination of which students take the Higher Secondary Certificates (HSC). Higher education is seen not as a conclusion of high school, but rather as preparation for four years colleges or university. Admission in college therefore depends greatly on students' performance in the SSC and HSC examination. The comparison of the

two educations- Bangla-medium and English-medium – reveals that Bangla-medium public schools provides a very different kind of education to its consumers that their English-medium counterparts do to their elite clients.

Nevertheless, it is the elite groups that largely populate the Bangladeshi government agencies in charge of developing language policies in the public school system (Banu & Sussex, 2001). One effect, then, of maintaining an elite is that its members often find themselves playing the role of “mediator” between global English instructions an envisioned by the core-English speaking countries and local Bangla language education policy. A further point of dissonance here is that the elite, while often not the product of the Bangla public school system (Banu & Sussax, 2001) are in the position of developing and carrying out the core-developed policies for these schools. She also mentioned that while Bangla-medium schools (that includes the public schools) and institutions are burdened with the balancing act of languages; Hamid (2007) observes that their English-medium counterparts (private English schools) remain unperturbed by the question of Bangla. Hamid (2007) notes that while public sector (Bangla medium schools) struggled to discover the right balance between English and Bangla, the private (English medium schools) sector suffered from no such impasse.

#### **2.4 English as Second language in Bangladesh**

A second language is any language other than the first, or native, language learned; it is characteristically used because of geographical or social reasons. The tenure is to be distinguished from foreign language. Linguist Eric Lenneberg (1967) uses second language in his critical period hypothesis to mean a language consciously learned or used by its speaker after puberty. In most cases, people never achieve the same level of fluency and conception in their second languages as in their first language. Historically in Europe, the most widely used second language (or lingua franca) was Latin. It was used by the Church; by the Law (as it still is today); in Medicine (starting much later); Horticulture and biological classification of plants, animals, fruits, nuts, etc. Latin was used so much across Europe that it was called the vulgar (or common tongue); this is why the Latin version of the Bible is called the Vulgate.

Accoding to Kachru’s model, English is used as a second language in Bangladesh today, because it comes under outer circles.If we look at the above definitions of

second language then we can easily say that English is the second language of Bangladesh. It is widely used in many parts of our national life. Many people watch English television channels and also use Internet. The students have to study it for twelve years and those who want to join civil service by attending BCS ( Bangladesh Civil Service ) exam also have to sit for English examination. The only thing that is missing from the above definition is the fact that except for formal occasions no one speaks in English in Bangladesh. It is not the language used in home among family members and among friends in informal conversation. However, it is used in areas as sundry as the internet, television and radio, and international aviation. The rise in the usage of English, beyond schools and corporations, testifies to the effect of globalization in Bangladesh. As the country promotes foreign investors, for example, the importance of having proficient English becomes crucial, for everyone. Since the mid-20th century, or when independent nations started forming from colonialism, English-based educational institutions started to burgeon in order to speed up the process of development; in Bangladesh, the rise in such schools was concurrent with the liberalization of the market and flowing international aid. In Bangladesh and around the world today, governments are increasingly making English classes compulsory at younger ages, though often without providing the indispensable funding for training teachers and for teaching materials.

The rise in English has also created a cultural change, especially in urban areas; complete fluency of the language has become a new medium for defining social hierarchies at a very early age. The 'English' has become a tool to eliminate people from inner circles; such as at schools, work places or neighborhoods, etc. From being under British to Pakistani rule, Bangladesh has gone through a vastly emotional language movement, fighting for its right to use Bangla. Today, such a history is compounded with English becoming the preferred language of elitism, intellect, as well as the venue for the nation's development.

### **2.5 English as a Foreign Language:**

A foreign language is a language not spoken by the indigenous people of a certain place: for example, English is a foreign language in Japan. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her. Some children learn

more than one language from birth or from a very young age: they are bilingual. These children can be said to have two mother tongues: neither language is foreign to that child, even if one language is a foreign language for the vast majority of people in the child's birth country. For example, a child learning English from her English mother in Japan can speak both English and Japanese, but neither is a foreign language to her. (Source- Wikipedia)

From the above definition, it is seen that foreign language refers to a language that is not native to a person. From this point of view English can be considered as a foreign language in Bangladesh since it is not native in our country. Hardly any Bangladeshi person speaks in English although many of them use it in education and business.

## **2.6 English as an Official Language in Bangladesh**

An official language is something that is given a unique status in the countries, states, and other territories. It is typically the language used in a nation's legislative bodies, though the law in many nations requires that government documents be produced in other languages as well. Officially recognized minority languages are often mistaken for official languages. However, a language officially recognized by a state, taught in schools, and used in official communication is not necessarily an official language. For example, Ladin and Sardinian in Italy and Mirandese in Portugal are only officially recognized minority languages, not official languages in the strict sense. Half of the countries in the world have official languages. Some have only one official language, such as Albania, France, or Lithuania, despite the fact that in all these countries there are other native languages spoken as well. Some have more than one official language, such as Afghanistan, Belarus, Belgium, Bolivia, Canada, Eritrea, Finland, India, Paraguay, South Africa, and Switzerland. In some countries, such as Iraq, Italy, Russia and Spain, there is an official language for the country, but other languages are co-official in some important regions. Some countries, such as Australia, Sweden, Tuvalu, and the United States have no official languages. The official languages of some former colonies, typically French or English, are not the national languages or the most widely spoken language.

From the above definition, it is seen that the notion of official language is complicated. According to the constitution of Bangladesh English can not be termed as the official language of Bangladesh since it has no status in the constitution. The

only language that is mentioned in the constitution is Bangla. About the language of the country the Bangladeshi constitution clearly states: *"The state language of the Republic is Bangla."*

But English is allowed in Bangladesh parliament and many government events. For example, when there is a government event in which some foreigners attend then in many cases the speakers use English language. Many important government documents are written both in Bangla and English. The parliament proceedings are kept into these two languages. When a government body organizes a fair then often the souvenir is published in English.

## **2.7 English in Various Domains:**

In Bangladesh, English is not only used in teaching but also is used various purposes. These domains are likely:

### **2.7.1) English in Law Court in Bangladesh:**

After Independence the government took the initiative to implement Bangla language in law court. As a result, now the lower courts carry out their activities in Bangla but English is yet very influential in High Court and Supreme Court. If a lawyer wants to practice in Supreme court then he must have a good command over English language. Many of the judges still give their verdicts in English language. It seems that this trend of using English will remain for the forcible future.

### **2.7.2 English in Education Sector in Bangladesh:**

Formal and institutionalized education system started in Bangladesh during the British rule. At that time Bangladesh was part of British India. There was a debate about the medium of education. Raja Rammohan Roy argued that the medium should be English rather than Sanskrit or Persian. During the British period the medium of education was largely in English. Calcutta University took an initiative in 1935 to introduce Bangla as a medium of education along with English. In Bangladesh the use of Bangla in college level started in the 1960s. Now students can answer in the examinations in Bangla or English. In the college level and university level after 1971 the government tried to patronize Bangla and implement it by replacing English in the education sector but this did not come into reality because of some basic problems.

The first problem is that there were not enough books of any field in Bangla language. This problem is more acute in science and technology. For example, there are almost no books in Bangla about computer technology that can be used as a reference book in the University level.

So we can clearly see that the difference in education system in Bangladesh is solely based on the difference in the medium of education. Although Bangla is the National-Official language of Bangladesh it is the English medium education institutes who get more money. The rise of private universities has only increased the status and importance of English language in Bangladesh. There are now more than 60 private Universities in Bangladesh and the medium of education in all of them is English. These universities charge 2 lakh to 5 lakh taka for Bachelor course. If the medium of education was in Bangla then hardly any student or parents would get interested to pay such huge money for the education in private universities.

From the above discussion it is clear that in our general education system English has equal if not more importance than Bangla. In our education system English is really the Second language as all the students have to study it as a compulsory subject for twelve years.

### **2.7.3 English and Administration:**

During the language movement the people of Bangladesh were afraid that if Urdu was established as the State Language of Pakistan then all the government activities will be carried out in Urdu and our people will suffer. As a result of the language movement, the Pakistani Regime kept on carrying out government activities in English language. After Bangladesh became independent the Sgovernment of Awami League decided to replace English with Bangla in administrative works but after the death of Sheikh Mujib this process came to a halt and English continued to remain as the dominant language. It was during the rule of Ershad Bangla Procholon Aeen of 1987 was created and implemented. From that time English started to lose its significance in administration. However, it has to be mentioned that all the international communication of Bangladesh government is carried out through English.



#### **2.7.4 English in Economic Activities:**

The economy of Bangladesh is dependent on foreign aids and export of some common items like readymade garments, jute, tea, fish etc. It also imports many things. Bangladesh is not self sufficient economically. Trading is more popular than production. Trading requires constant communication with foreign companies. Many of the companies who are involved in trading have to use English in dealing with foreigners. Suppose, a company is doing trading with China which is not an English speaking country. Then the company has to contact the Chinese company in English. If we look at the advertisements of the private sector jobs then we can easily notice that most of the job advertisements are posted in English. Even most of the private sector job advertisements that are posted in Bangla newspapers are posted in English. Almost all the private jobs state that the applicants must have good proficiency in English language. Almost all the public limited companies publish their annual reports in English. Some of these companies produce a Bangla version of their annual report but the emphasis is always on English. So it is clear that English is the dominant language in our economic activities.

Hence, it can be said that, “Following independence, English, which hitherto enjoyed an official status, was neglected to the role of a second language while Bangla is spoken by 98% of its population, was choosen as a sole official language of the state”(Imam, 2005). Moreover, the simultaneous official and ‘un-official’ language policies and education have persistently maintained and educational, economic and socially separate, urban elite that is more susceptible to core-English speaking countries beliefs about education, often aligning it with them.

#### **2.8 ELT in Bangladesh**

English language teaching in Bangladesh is pretty close to chaotic and hence lacking in a well-defined method universally accepted and followed in the country. There is the urge to attain competence in speaking, writing and reading the language. The urge has been whetted by an expanding job market demanding proficiency in English. The urge cuts across the urban rural divide and is a pervasive phenomenon. However, the educational institutions barring the English medium private sector, have failed to deliver the required skills. As a result, a learner after four years of school fails to communicate in English to suit the employers' needs. There is a paradox in English

language teaching in Bangladesh. On the one hand, there is an overwhelming interest for learning the language and on the other, the skill is lacking even amongst the teachers. Therefore, the proficiency in English language is remarkably low amongst the learners in Bangladesh.

There is another paradox, which may even baffle an outsider. The linguistic competence in all the four skills of students of reputed English medium school in the city will certainly impress. You will deem their near-native competence phenomenal. However, students of a public university or a second grade private university will not be seen as well as the school students.

This difference in competence in English reflects the social divide between the rich and the poor. These English medium schools are mostly located in urban centers are beyond the means of the ordinary middle class. The Bangla medium schools in both urban and rural centers mostly lack competent teachers. In the rural areas, many schools do not even have English teachers with a degree in English. Though the books devised with the assistance of the British Council are good, most teachers do not even know how to impart lessons from those books. In addition, what compounds it all is that questions in the final exam are not based on the texts, which are modeled on most recent methods like CLT. The exam completely leaves out two skills, namely, speaking and listening from its test battery. This acts as a disincentive to learn the lessons in the text as they have been laid out.

## **2.9 History of English Language Teaching in Bangladesh**

As a British colony, Bangladesh inherited a good standard of English, the erosion of its status started as early as the 1950's. With the language movement and the love for the native tongue, Bangla took on a sensitive edge making Bangladeshis wary of Urdu, which was being promoted as the state language, and English, which was the language of the colonial masters. However, since the undeclared official language was English, English educational institutions kept up a good standard of English with competent teachers who with their unfailing efforts popularized English in Bangladesh. They make students to be able to read, write and speak the language tolerably well. However, English took a nosedive immediately after Independence in 1971. Schools and colleges were in disarray with widespread cheating smearing the exams. The first education policy was framed in this backdrop and though it had

many praiseworthy aspects it recommended Bangla as the only medium of instruction at all levels. Though it laid enough emphasis on English as one of the foreign languages to be read in schools, the resources were scarce to see it through as an effective second language of the country. In addition, at about the same time the English medium schools mostly run by the Christian missionaries at that time were banned. The third fatal blow to English came when in the 80s, English as a compulsory subject in degree pass course was abolished. Students doing honors courses in other subjects had now an option to write their answer scripts in Bangla at the tertiary level. Moreover, to top it all came an ordinance from President Hussein Mohammad Ershad making use of Bangla mandatory in all official files.

By the early next decade when Bangladesh walked into democracy Bangladeshis were beginning to realise the consequences of their negligence towards English which was no longer the language of the colonial masters but a global language in its own right. Bangladeshis woke up to see that even students with distinction in their respective subjects were being sent back from abroad for lack of knowledge of English. The UGC hurriedly tried to repair the breach and introduced one compulsory English language paper in the degree pass course. But by then the colleges were no longer under the universities of Dhaka, Chittagong and Rajshahi. They were now under the National University. Naturally English could not be revamped and restored to its original status at the degree pass course level. The degree colleges giving pass courses were the feeder institutions for the rural schools in the sense that the degree pass graduates were the ones who became teachers of English. A graduate with an honours degree in English is least likely to waste his time and career in a rural school. This is more so because of the ever-increasing demand for English in the IT, business and other sectors that interact globally.

The standard of English in Bangladesh cannot be judged by the presence of a few top-rated English medium schools or even fewer top-ranked private universities. The standard has to do with the vast number of schools and colleges that lie beyond the urban zones. Though it laid enough emphasis on English as one of the foreign languages to be read in schools, the resources were scarce to see it through as an effective second language of the country. There are few teachers whose skills in the language would be deemed satisfactory. Obviously such a huge number of teachers cannot be trained overnight. The government may consider opening separate channels

in radio and television to introduce graded lessons for the primary level. Rural schools may be provided with battery operated TV sets and radios and if the lessons are synchronized with school timings, it might lead to some tangible results.

What has gone really seriously wrong with the teaching of English is the mindset of the teachers themselves. They have found coaching students privately at home much more lucrative than their primary job at schools. Teachers of English have gone up the social ladder by dint of their success in English business.

## **2.10 New Research in ELT**

Over the last part of the twentieth century, ELT (English Language Teaching) methodology has developed very rapidly and has been subject to changes and controversies. Communicative approach to teaching and learning English has been a significant development; at present, it is used worldwide in teaching and learning English, especially, in EFL and ESL situations. The new English curriculum of the 1990s was the product of a collaborative venture between UK Department for International Development (DFID) and the Government of Bangladesh (Hamid & Badauf, 2006). They launched the English Language Teaching Improvement Project (ELTIP) with two specific objectives in mind: ELTIP is to write textbooks based on CLT approach for secondary level (grades 9-10) and higher secondary level (grades 11-12) of education, and to train teachers in the communicative English teaching approach (Hamid 2005; NCTB 2001; 2203; Paul 2004; Rahman, 2007). The CLT based textbooks titled *English for Today* were produced for grades 9-10 and grades 11-12 to replace the non CLT based textbooks used earlier in schools (Hamid & Baldauf, 2008) a team of three Bangladeshi authors wrote the books under the supervision of national and overseas consultants (the Preface of *English for Today*, 2001). By 1994 (In Bangladesh also this approach is recommended by NCTB (National Curriculum and Textbook Board) and being implemented by ELTIP (English Language Teaching Improvement Project), PERC (Primary Educational Research Council), American Peace Corps and by teachers and experts, trained both overseas and locally. Instead of grammar-based approach, practice-based learning is considered important in recent theoretical approaches. This practice covers training of all four basic skills- listening, speaking, reading, and writing. Success of the teaching of English through communicative approach depends entirely on the practice of these

skills. Teaching of English, therefore, needs special attention from the experts and professionals for a meaningful higher education in the country. This being the reality of the present world, learning English is very important for Bangladesh, and it has no alternative.

The aims and objectives of teaching and learning English at different levels of education in Bangladesh, as stated in the national curriculum report, are expected to be achieved through various curricular activities. These activities include the following:

1. Making the infrastructure or the physical facilities such as classroom and teaching aids etc, favourable for English language teaching and learning
2. Developing or adapting suitable materials such as textbooks and teacher's guides etc.
3. Developing appropriate teaching methodology
4. Developing appropriate evaluation tools and evaluate the success of the programme at its different stages
5. Having always an open window to bring about necessary changes to make it becoming-appropriate for the times to come on the basis of the feedback received from evaluation results at different stages of the programme, language policy, teachers' and learners' needs and development made in other developing and developed countries.

If all these activities are carried out properly, the ELT/L situation in Bangladesh will become a more favourable one. However, of all of these tools and activities, to improve ELT/L textbooks are regarded as the most important one for facilitating teaching and learning of English in Bangladesh. (Haque et al 1997: 73)

#### **2.10.1 ELT Text Books**

In Bangladesh textbooks are designed by the English Language Teaching Improvement project (ELTIP) and the National Curriculum and Textbooks for grades 6 to 12 which are meant for all learners in the Bangla-medium-schools- irrespective of the geographical location ( rural/urban distinction) and students' backgrounds that can

affect the learning outcomes. This assumption of relevancy and appropriateness is made explicit by the NCTB(2001) in the preface of the textbook *English for Today* for grades 9-10:

*The book follows the communicative approach to teaching and learning English in Bangladesh situations. It provides learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic language skills: listening, reading, writing and speaking. As a result, classes are expected to be interactive with students actively participating in the classroom activities pair work, group, work as well individual work.*

*In keeping with communicative language teaching (CLT) principles, the book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar content have been also integrated with language skills so that the elements taught and learned in situations can easily be related to real life situation not just to be memorized as discrete items.*

While the opening sentence of the first paragraph makes a reference to English teaching and learning in various contexts and settings within Bangladesh (eg. Bangladesh situation”), the second paragraph builds a case for its relevance because the ‘topic’ in textbooks are “thematically, culturally, and linguistically’ appropriate for learners. The preface suggests that the book in accordance to the CLT principles includes materials for developing the four basic skills (eg, reading, writing, listening and speaking) and also aims to make classes interactive via activities that promote student participation through individual, pair, and group work.

The communicative aspect of the textbook is made more explicit in the preface of the revised *English For Today* (2001) for grades 6,7 and 8 that clearly outlines the main objectives of the textbook, which are:

- To introduce effective communicative techniques, integrated with existing well-tried traditional methods.

- To provide adequate practice in language skills: listening, speaking, reading and writing.
- To include adequate elements of grammar.
- To integrate such grammatical elements with language skills so as to make the grammar genuinely functional.
- To suggest a clear teaching methodology within the framework of actual lessons.
- To create more opportunities for interaction ( between teachers and students, and students and students).
- To adapt the existing topics so as to make them both more interesting and acceptable.
- To introduce an integrated ‘workbook’ element in order to develop writing skills at an appropriate pace ( the English for Today, 2001)

On the other hand, in English medium schools, textbooks are not developed centrally by the government or any semi-government organisations. There are different writers and publishers who write and publish books with different titles. So, students and teachers in those schools have ample opportunities to choose a title from different options available in the market. Teachers in Bangla-medium-schools, in fact, have no choice in selecting textbooks for their classes. Also quality support materials are neither commercially produced nor available for use in schools. To make this situation worse, most teachers are not adequately trained in ELT. As a result, they have to solely depend on textbooks for teaching English.

The students also have hardly any opportunity to use English in their real life. They have hardly any supplementary reading materials to reinforce their knowledge and skills they learn from their textbooks. Textbooks are, therefore, the only means for teaching and learning English.

So, the English language teaching and learning situation in Bangla-medium-schools is an unfavourable one. In such an unfavourable situation, where textbooks are the only materials easily available, they (textbooks) should be so developed as to help both

teachers and students with sufficient examples and a variety of materials for practice in communicative use of language. To fulfil this function in Bangladesh situation, a communicative textbook should have the following characteristics:

1. A clear lesson format should be followed throughout the book. Each lesson should be given on how the teacher will organise each lesson for a period. In the case of longer lessons or weak or mixed-ability students, the teachers should have freedom to divide or reorganise materials of a lesson for the use of two classes.
2. Objectives of each lesson should be clearly mentioned either in the textbook or in the teacher's guide.
3. Students will learn English as a vehicle to communicate with others. So, the lessons will be so developed as to provide ample opportunities to practise language skills.
4. The themes/topics of the lessons should be familiar to the students. They should be interesting and enjoyable too. In each lesson students should have realistic context for language use.
5. There should be adequate scope of practice in language skills. All four skills should be so integrated as it naturally happens in everyday life. Different types of text and discourse should be included.
6. Traditional grammar teaching should be avoided. Grammar /structural elements should be presented within contexts/situations provided by the topics/themes. Illustrations of different types like pictures, diagrams, and charts etc. should be used as integral parts of a lesson. They should provide sufficient contexts for language practice — they should not be used just for decorative purposes.
7. Language used in the textbooks should be natural. That is, the language of the book, whether written or spoken, should resemble the language used in real life.
8. The language activities should not be merely textbook activities, rather they should be relevant to the real life activities.



9. The activities should be student-centred rather than teacher-centred with greater emphasis on fluency rather than accuracy.
10. Each new item, whether it is linguistic or of other type, should be introduced in an appropriate context and they should be repeated in the successive chapters so that the students get sufficient scope to practise them. (cf. Evaluating a communicative textbook in Hoque 1997: 79–80 and see Nunan 1989a: 102).

“The English For Today” series published by Bangladesh National Curriculum and Textbook Board (NCTB) is compulsory for classes from 6 to 12 of general education sub-system, and schools enjoy some freedom in choosing additional or supplementary books for their students. But as the students enter the syllabuses of S.S.C. and H.S.C. Examinations with the English For Today books for classes 9 —10 and 11—12 respectively, at these stages teachings remain mostly textbook i.e., English For Today books oriented. However, throughout all the levels and classes, a supplementary grammar book is used with due importance.

Books used from class 6 to 8 include the following:

1. English For Today published by NCTB as the textbooks
2. Supplementary Readers (only a few schools especially, the urban ones include them in the syllabus)
3. Supplementary grammar book.

Books used in class 9 and 10 include the following:

1. English For Today published by NCTB as the textbook
2. Supplementary Grammar book.

Besides the above, some schools include a dictionary in their syllabus checklists. Sometimes there are options for the teachers to choose textbooks for their students. These books, of course, vary considerably in their nomenclature but organisations of different books remain more or less same. For example, there are four grammar book options for class six. For class seven there are three options. Some writers use the nomenclature ‘communicative’ for their books while some others use ‘functional’ etc.

However, the internal arrangements of these books are almost same as the traditional books of grammar, translation and composition.

Throughout the lessons and units tasks are so designed as to involve students in active participation and interaction. And it is the students who have to do most of the things. Teacher's role is to help them carry out these tasks. He is no more a dictator who controls everything in the class. Sometimes he is a co-learner, sometimes manager of the class. So, it can be said that the new revised English For today books are student-centred.

Further, in all the activities, the learners have to comprehend and/or produce language, i.e., they have to use language. Emphasis is always given on fluency rather than accuracy. However, teacher is always ready to correct errors, mistakes and lapses they commit if required. But correcting all the mistakes is discouraged. The focus is always on a specific linguistic or functional aspect. This point has been made vivid in the bookmap of English For Today for classes 9 –10. Textbooks which do not have any bookmap, the exercises might provide clues for the teacher to give students additional exercises from supplementary grammar books or from his own.

#### **2.10.2 Case of Supplementary Books:**

The day has long gone when ELT materials were only a grammar book and a bilingual dictionary. In this work the sections on learning theories and teaching methodologies give a clear idea about how many types of materials can be used as teaching aids in a English language class. Among these, books of grammar, workbooks or activity books, pictures, posters are worth mentioning. However, for many reasons, in countries like Bangladesh, a textbook itself supplements all others except a core grammar book. The English For Today series has been prepared to meet all these needs. The NCTB curriculum acknowledged the necessity of a supplementary grammar book.

Grammar books which are being used in most schools are not suitable for communicative language teaching. There are only a few urban schools that follow grammar books like *Essential Grammar in Use* (1998) by Raymond Murphy (published by Cambridge University Press) or *Oxford Practice Grammar* by John Eastwood (published by Oxford University Press).

Grammar books of the local publishers in most cases have got a name with communicative flavour. But their contents and arrangements still remain the same as those of books of traditional grammar. To make this point explicit, here is a comparison between the Chapter headings of the first part of Latest Communicative English Grammar for class 6 (first published in 2000) written by A. K. M. Md. Hanif et al and the chapter headings of the second part of a traditional Grammar book A Book of English Grammar Translation and Composition for class 6 (published in 1983) written by Kalimdad Khan and popularly used for decades.

The second part of the book presents some model questions. Most students consider this part as most important part. In the final part is on essay writing. Instead of giving any exercise of free or controlled practise of writing skills, the writer gives some so-called model essays in this part.

However, in English medium schools, there are quite a lot of books followed in primary levels such as Rhodri Jones, Complete English by E.G Thorpe, etc. Not all schools tag on precisely the same book. The books recommended by schools vary from schools to schools. These books come in versions and are followed until grade 6 or 7. However, English Language syllabus does not actually follow any specific book for O level. The syllabus is very plain for GCE O level. Some books recommended by GCE include English Skills, which helps candidates comprehend the GCE syllabus and make them dexterous in writing skills. Mostly the O level focuses on creative writing and understanding aptitude of a candidate. A candidate can pull off maximum efficiency on writing by reading storybooks, learning vocabulary and building perfect sentences without any grammatical error.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The present study entitled “Critical Study of Second or Foreign Language Teaching Methods used in Bangladesh with Special Reference to Grammar-Translation and Audio-lingual Method” is an empirical cross-sectional study based on data collected from 80 students of eight different schools in Dhaka, the capital of Bangladesh. In the present chapter the researcher, proposes to discuss the methodology used for the present study.

As we, all know methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools. It can also be defined as follows:

1. "the analysis of the principles of methods, rules, and postulates employed by a discipline";
2. "the systematic study of methods that are, can be, or have been applied within a discipline";
3. "the study or description of methods".

Here we must differentiate it with the term ‘research methodology’.

#### **3.2 RESEARCH METHODOLOGY**

Before discussing the research design and procedures adopted in this study, first it is important to define the word ‘research’.

##### **3.2.1 Meaning of Research**

Research is composed of two syllables, a prefix *re* and a verb *search*.

*Re* means again, anew, over again and *Search* means to examine closely and carefully, to test and try, to probe.

- The two words form a noun to describe a careful and systematic study in some field of knowledge, undertaken to establish facts or principles.
- Research is an organized and systematic way of finding answers to questions.

### 3.2.2 Basic Research and Applied Research

- *Basic research* is geared toward advancing our knowledge about human behavior with little concern for any immediate practical benefits that might result.
- *Applied research* is designed with a practical outcome in mind and with the assumption that some group or society as a whole will gain specific benefits from the research.

### 3.2.3 The Wheel of Science

- Theory – Hypotheses – Observation – Empirical Generalization

### 3.2.4 Hypothesis and Focused Question

1. In deductive research, *hypothesis* is a focused statement, which predicts an answer to the research question. It is based on the findings of previous research (gained from review of the literature) and perhaps the previous experience with the subject. The ultimate objective of deductive research is to decide whether to accept or reject the hypothesis as stated. When formulating research methods (subjects, data collection instruments, etc.), wise researchers are guided by their hypothesis. In this way, the hypothesis gives direction and focus to the research.
2. In heuristic research, a hypothesis is not necessary. This type of research employs a "discovery approach." In spite of the fact that this type of research does not use a formal hypothesis, focus and structure is still critical. If the research question is too general, the search to find an answer to it may be futile or fruitless. Therefore, after reviewing the relevant literature, the researcher may arrive at a *focused research question*.

### 3.2.5 Research Process in the present study:

The process of this research considered the following points listed in the same sequence in which they are presented below:

- Choosing the research problem
- Review of related literature
- Collection of data
- Interpretation of data
- Preparation of the research report

### 3.3 Methods of Research

As we are aware of the fact that there are different approaches and methods in research, some of these methods are listed below;

- *Historical method*: to reconstruct the past objectively and accurately, often in relation to the tenability of a hypothesis.
  - *Descriptive method*: to describe systematically a situation or area of interest, factually and accurately.
  - *Developmental method*: to investigate patterns and sequences of growth and/or change as a function of time.
  - *Case and field method*: to study intensively the background, status, and environmental interactions of a given social unit.
  - *Correlation method*: to investigate the extent to which variations in one factor correlate with variations in one or more other factors based on correlation coefficient.
  - *Casual-comparative or "Ex post facto" method*: to investigate possible cause-and-effect relationships by observing some existing consequences and looking back through the data for plausible casual factors.
- *True experimental method*: to investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more

control groups not receiving the treatment, random assignment being essential.

- *Quasi-experimental method*: to investigate the conditions of the true experiment in a setting this does not allow the control or manipulation of all relevant variables.
- *Action research*: to develop skills or new approaches and to solve problems with direct application to the classroom or other applied settings.

In the present study, we will follow the rules and regulations of experimental method of research.

The experimental method is usually taken to be the most scientific of all methods, the 'method of choice'. An experiment is a study of cause and effect. It differs from non-experimental methods in that it involves the deliberate manipulation of one variable, while trying to keep all other variables constant. The experiment is sometimes described as the cornerstone of psychology. Thus;

1. It always begins with some hypothesis which the research wants to test
2. Data generated by this research are to establish cause and affect relationship between two variables. On the basis of these data one can predict changes in the independent variable

### **3.3.1 Variables**

A variable is a measurable characteristic that varies. There are three common variable types:

- *Dependent variables*: show the effect of manipulating or introducing the independent variables. The variation in the dependent variable depends on the variation in the independent variable.
- *Independent variables*: are those that the researcher has control over. This "control" may involve manipulating existing variables (e.g., modifying existing methods of instruction) or introducing new variables (e.g., adopting a very new method for some sections of a class) in the research setting.

- *Control variables*: research studies are very complex processes. It is not possible to consider every variable in a single study. Therefore, the variables that are not measured in a particular study must be held constant, neutralized/balanced, or eliminated, so they will not have a biasing effect on the other variables. Variables that have been controlled in this way are called control variables.

### 3.3.2 Parametric Analysis

- Description and examination of relationships between different parameters, such as energy and economic factors.
- It is an excellent way to get accurate information about the influence of all parameters on the design objectives, such as system performance with respect to other variables.
- Together with sensitivity analysis, it enables the engineer to identify the key parameters and know where the focus should be.

### 3.3.3 Sensitivity Analysis

- It is the study of how the variation (uncertainty) in the output of a mathematical model can be apportioned, qualitatively or quantitatively, to different sources of variation in the input of a model.
- In more general terms, uncertainty and sensitivity analyses investigate the robustness of a study when the study includes some form of mathematical modeling. While uncertainty analysis studies the overall uncertainty in the conclusions of the study, sensitivity analysis tries to identify what source of uncertainty weighs more on the study's conclusions.
- It looks at the effect of varying the inputs of a mathematical model on the output of the model itself. Sensitivity tests help people to understand dynamics of a system. SamHui/081105

It is believed that the methods and procedures that researchers employ determine to a great extent the validity and reliability of the results of their researches. The researcher in this study was very careful in choosing the methods and procedures to achieve the aims and objectives of the study.



Methods are the means or ways that we use to teach material to our students. Our choice of methods depends on:

- *what we want to teach* (content),
- *who we are teaching*, and
- *the level of competence expected*.

### **3.3.4 Content:**

Content can be divided into the three domains of knowledge; skills, attitudes, and values. When we are teaching knowledge, we can use a variety of methods, with the goal of getting the learner to actively engage in learning the material. When teaching skills, we need to demonstrate and point out important aspects, supervise the student doing the skill, or talk the student through the skill. When teaching about attitudes, we need to use methods that require the application of the attitude in particular situations.

Bloom suggested almost 50 years ago that we could learn content at many levels of expertise – from simple recitation of information that we do not really understand to knowing information so well that we can list it, discuss it, analyze it, use it in a variety of situations and extrapolate it to other similar problems. If we expect our learners to master the clinical material they are taught and to be able to use information in clinical settings, we need to give them opportunities to practice, not just expect them to know facts about a topic.

The methods that we choose often depend on whom we are teaching. Sometimes, we have one level of learners, such as a group of third-year medical students, and at other times, such as inpatient rounds, we may have multiple levels of learners from preclinical students to senior residents and fellows. The methods used to create meaningful learning experiences for multilevel learners may differ from those used for a uniform group. The latter is more likely to have similar backgrounds and experiences with the material to be presented, while mixed groups may range from no prior experience to vast experience – creating a bigger challenge for the teacher.

Clinical educators will find that different teaching methods work better in different circumstances. Thus, the sections of this chapter are divided into the major venues in which a clerkship director might be required to teach: The classroom or lecture hall,

small groups, the inpatient setting, and the ambulatory setting. With the increasing need for students to be taught at sites remote from the main campus, we have included a section that addresses strategies for distance learning. Finally, clinical education often involves the teaching of skills, and thus we have included a section on clinical skills training. There is some planned redundancy between sections to make each section useful on its own.

### **3.4 Data Elicitation Process**

This section is divided into two sub-sections. The first sub-section deals with the subject selection, and the second one deals with the test instruments used for data elicitation.

#### **3.4.1 Subjects Selection**

The subjects of the study, as stated above, were 80 students and 20 teachers from eight schools in Dhaka. The students were distributed equally against the variable of medium of instructions, i.e. 40 students from English medium schools and 40 students from Bangla medium schools. The following table shows the distribution of the subjects of the study:

**Table 3.1: shows the distribution of the subjects**

	<b>Students</b>	<b>Teachers</b>
<b>English Medium Schools</b>	40	12
<b>Bangla Medium Schools</b>	40	8
<b>Total</b>	80	20

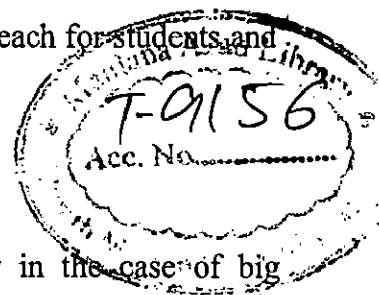
#### **3.4.2 Tools and Instruments for Data Elicitation**

The following part will discuss in detail the tools and instruments that were used for collecting data for the present study. However, before we proceed with that it will give a theoretical background of the importance of such tools and instruments:

Gass and Mackey (2007, 4) point out that the data elicitation methods are dependent on the research questions being asked, and that the research findings are highly dependent on the data elicitation methods. To quote them,

*The research findings are highly dependent on the data collection measures used. As such, although many research domains have common measures associated with them, and while the choice of a measure may be related to the theoretical framework within which the research is conducted, there should be no single prescribed elicitation method for a given domain, nor is there necessarily a "right" or "wrong" elicitation method for a given context. At the same time, saying that numerous elicitation measures can be used in the various areas of second language research does not imply that one method is as good as another; rather, the choice of one method over another is highly dependent on the research question being asked.*

The data for this study was collected through two components; questionnaires and observations. There were two questionnaires; one questionnaire each for students and teachers.



### **3.5 Collection of Data through Questionnaires:**

This method of collecting data is quite popular, particularly in the case of big enquiries and surveys. It is being adopted by private individuals, research workers, private and public organizations etc. In this method, a questionnaire is sent (by mail or by post) or given to the persons concerned with a request to answer the questions.

**Main aspects of a questionnaire:** quite often questionnaire is considered as the heart of survey operation. Hence, it should be very carefully constructed. If it is not properly set up, then the survey is bound to fail.

Kothari (1990, 125-126) points out that researcher has to take into consideration the three main aspects of a questionnaire, which are:

1) General form: As far as the general form of questionnaire is concerned, it can either be a structured or an unstructured questionnaire. Structured questionnaires are those in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents. The form of the questions may be closed (i.e., of the type 'yes', 'no', 'agree' 'disagree', etc.) or open (i.e., inviting free response).

Structured questionnaires may also have fixed alternative questions in which responses of the informants are limited to the stated alternatives.

Structured questionnaires are simple to administer and relatively inexpensive to analyse. The provision of alternative replies help to understand the meaning of the questions clearly.

2) Question sequence: In order to make the questionnaire affective and to ensure quality to the replies received, a researcher should pay attention to the question-sequence in preparing the questionnaire. A proper sequence of questions reduces considerably the chances of individual questions being misunderstood. The question-sequence must be clear and smoothly-moving, meaning thereby that relation of one question to another should be readily with question that are easiest to answer being put in the beginning.

(3) Question formulation and wording: Each question must be very clear for any sort of misunderstanding can do irreparable harm to a survey. All questions should meet the following standards: a) should be easily understood; b) should be simple; c) should be concrete and should conform as much as possible to the respondent's way of thinking. In general, a researcher must pay proper attention to the wording of questions since reliable and meaningful returns depend on it largely. Since words are likely to affect responses, they should be properly chosen. Simple words, which are familiar to all respondents, should be employed.

Kothari (1990, 128) claims that for a questionnaire to be good and successful one, it should comprise the following essentials:

- 1) It should be comparatively short and simple (i.e. the size of the questionnaire should be kept to the minimum.
- 2) Questions should proceed in logical sequence moving from easy to questions that are more difficult.
- 3) Personal and intimate question should be left to the end.
- 4) Technical terms and vague or ambiguous questions or expressions capable of different interpretations should be avoided in a questionnaire.
- 5) Questions may be dichotomous ('yes' or 'no' answers), multiple choice (alternative answers listed) or open-ended. The latter types of questions are

often difficult to analyse and hence should be avoided in a questionnaire to the extent possible.

### **3.5.1 The Students' Questionnaire**

As questionnaire is often “considered as the heart of a survey operation” (Kothari, 1994, 101), the questionnaire was carefully constructed. It is said that a survey would fail if the questionnaire is not properly generated, therefore due care has been taken by the researcher to develop an appropriate questionnaire for this study. The learners' questionnaire started with a request to all the participants to complete the questionnaire with genuinely and with complete honesty. The participants were also assured that the data of the questionnaire would be used for research purposes only and they would be kept confidential. The questionnaire was a structured one in the sense that the questions were presented with exactly the same wordings and the same order to all respondents.

The questionnaire consisted of two parts: the first part is considered with the students' profile. It was meant for the purpose of gathering some personal information about the participants such as sex, age, school, class, the medium of instructions, the years spent in English medium schools, if any, etc. The second part is a five-point scale one. This part consists of 19 close-ended statements (items). The respondents were requested to read the statements given carefully and choose only one response which they considered as most appropriate from the five responses (options) provided which were:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

This part was meant to examine the students' attitudes towards learning English, towards their motivation to speak and write in English, their attitudes towards the methods their teachers use, etc.

Kothari (1994) claims that a questionnaire will be good and successful if it is comparatively short and simple. Technical terms and vague or ambiguous questions

or expressions capable of invoking different interpretations should be avoided in a questionnaire. The questionnaire of this study was short and simple. As any sort of misunderstanding can do irreparable harm to a survey, the statements were well-formulated. The researcher tried her best to make the statements clear, simple and easily understood. The statements were concrete and conformed to the learners' way of thinking. As words of the questionnaire are likely to affect responses, the words of the questionnaire were simple and only such words that were familiar to all the respondents were used.

After designing the questionnaire, it was also got evaluated by experts of questionnaire designing and experts of statistical analysis before distributing it to the respondents. The questionnaire that is described here was the final one after editions and corrections. (For the students' questionnaire format, see Appendix 1)

### **3.5.2 The Teachers' Questionnaire**

As far as the teachers were concerned, they were also given a questionnaire to fill up. As the students' questionnaire, the teachers' questionnaire started with a request to the teachers to complete the questionnaire with real honesty. The teachers were informed that the data of the questionnaire would be used for research purposes only and that their responses would be kept confidential.

This questionnaire also consisted of two parts. The first one devoted to the teachers' profile. It was meant for gathering some personal information about teachers: schools in which they are teaching, their qualifications, years of teaching experience, and the classes they taught.

The second again was on a five-point scale. This part consisted of 20 close-ended statements (items). The respondents were requested to tick only one response, which they thought as most appropriate from the five responses (options), provided, which were:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

This part mainly aimed to elicit from the teachers of the English medium schools and Bangla medium schools information such given below:

- Information about the methods and strategies they use when teaching English.
- Information about the differences between the students of the English medium schools and of Bangla medium schools.

(For the teachers' questionnaire format, see Appendix 2)

### 3.6. Observations

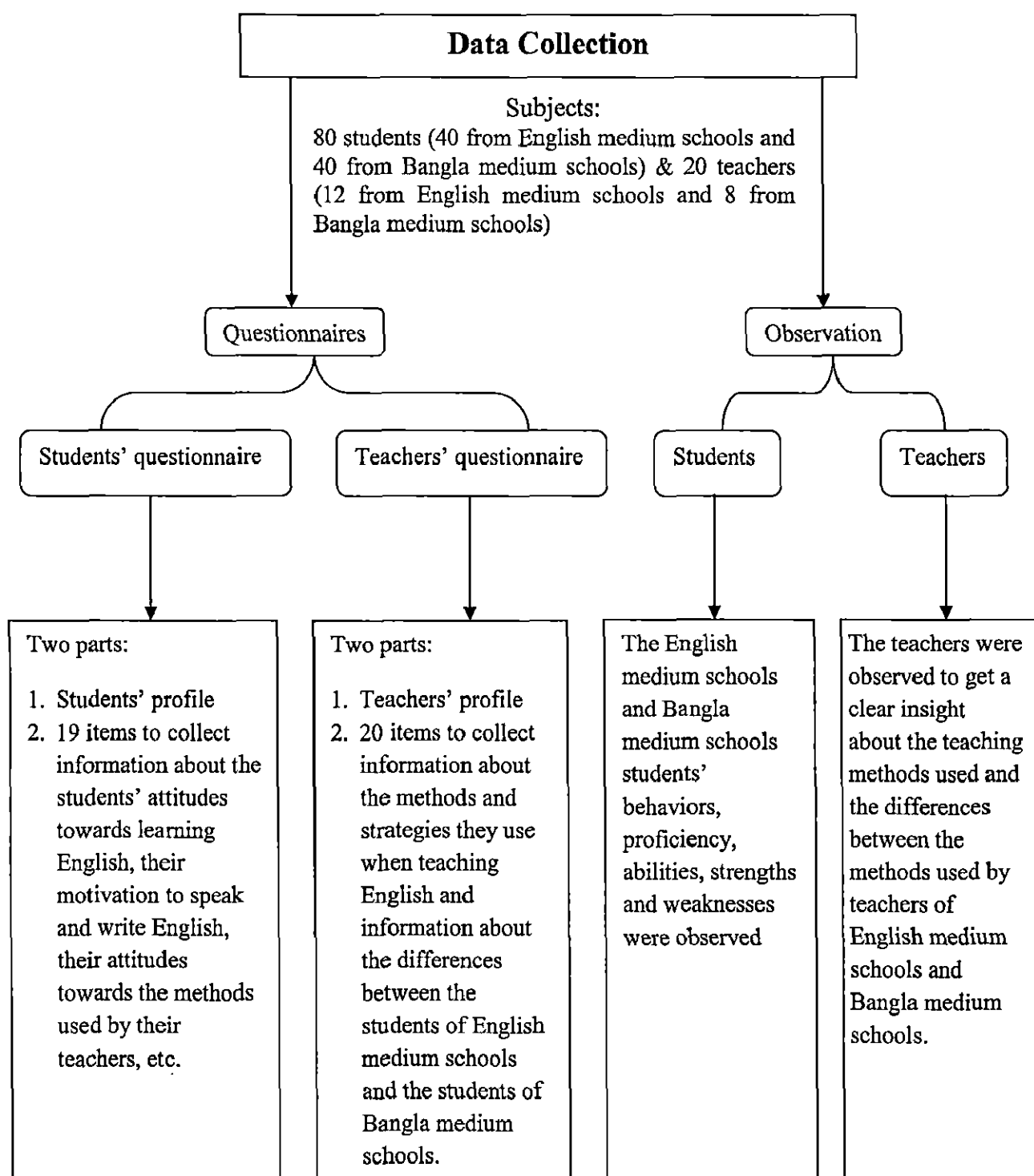
Observations aim to observe the behaviour of a group of people, usually for an extended period. Observations may be **overt** (= shown publicly not secret) or **covert** (= hidden, secret).

1. **Overt Observation** is that observation in which the subjects know that there is a researcher observing them. Therefore, this makes the subjects change their behaviour.
2. **Covert Observation** is that observation in which the researcher's identity is unknown to the group/people who are being observed and such people do not know that they are under observation.

As the researcher could not conduct a covert observation for many reasons, the observation was an overt one. The teachers of English and the Bangla medium schools were carefully observed. The researcher visited the teachers during their classes many times and notes were also taken. The methods they are using when they are teaching English in the class were carefully observed. The differences between the teaching methods used by the teachers of the English medium schools and the methods used by the Bangla medium schools were observed, written down and illustrated.

The students of the English medium and Bangla medium schools were also carefully observed. The behaviour of the students of the English medium schools and Bangla medium schools were observed and some notes were written down. The proficiency and abilities of the students in English as a second/foreign language were observed and illustrated. The strengths and weaknesses of the students of both the types of schools were consequently given.

The following flow chart shows processes of data collection



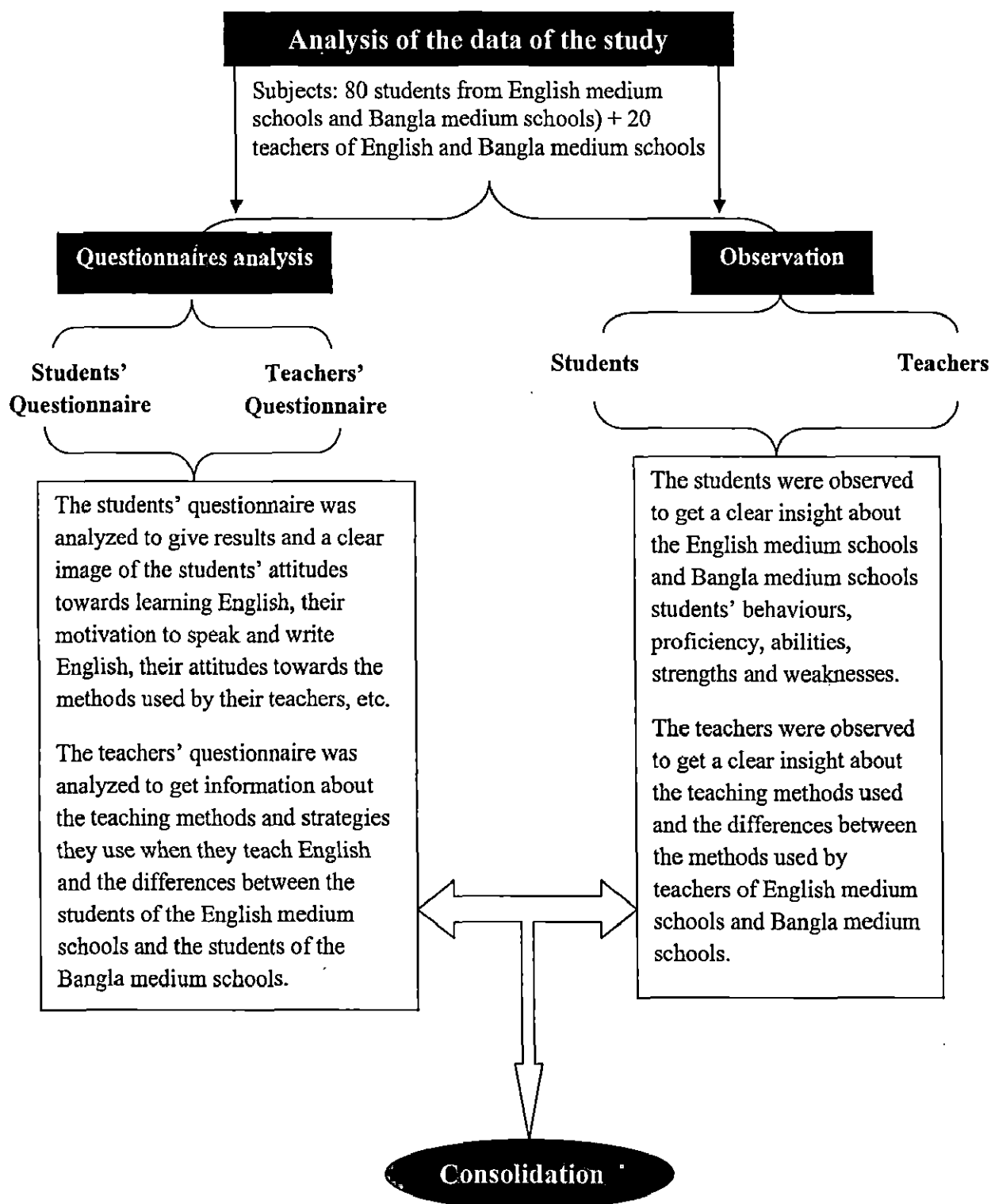
Flow chart 3.1



### **3.7 Analytical and Statistical Procedures**

Kohn (1986) points out that the data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. According to him, this is essential for a scientific study and for ensuring that we have all the relevant data for making contemplated comparisons and analysis. Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Thus, in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions.

This section discusses the procedures done when analyzing the data collected. The data collected through the questionnaires were processed, i.e. edited, coded, classified and tabulated. All coded and classified data were tabulated in separate sheets. After the processes of coding, classification and tabulation, the data were inserted to SPSS (Statistical Package for the Social Sciences), version 16.0, for analysis. According to the objectives of the study, the data was analyzed and the observations were given. The following flow chart shows the analytical procedures that were used in analyzing the raw data collected:



**Flow Chart 3.2**

### 3.7.1 Analytical Procedures of the Questionnaires

Analytical Procedures of the Questionnaires can further be divided into;

- Students' Questionnaire
- Teachers' Questionnaire

#### 3.7.1.1 Analytical Procedures of the Students' Questionnaire

The students' questionnaire included responses on a 5-point scale indicating their attitudes towards learning English, their motivation to speak and write English, their attitudes towards the teaching methods used by their teachers, etc. In analyzing the data collected through this questionnaire, the following table format was used to show the number (N), mean and standard deviation.

**Table 3.2: Format Used for Descriptive Statistics of the Students' Responses**

School	N	Mean	Std. Deviation
Bangla Medium School			
English Medium School			
Total			

To compare the responses of the students of the English medium schools and the responses of the students of the Bangla medium schools, cross-tabulation was used showing the counts and percentages. The following table format was used to present such comparison.

**Table 3.3: Format Used for Comparison of the Students' Responses**

			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count						
		% within School						
	English Medium School	Count						
		% within School						
Total		Count						
		% within School						

To show whether there is a significant difference between the two groups (the students of the English and Bangla medium schools), ANOVA (Analysis of Variance) was used. The following table format was used for the purpose.

**Table 3.4: Format used to Show the Results of ANOVA Test in the Students' Questionnaire**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups					
Within Groups					
Total					

When there is a significant difference between the two groups, Kruskal-Wallis H test was used to show which group of students was higher in the degree of agreement with the statements given in the questionnaire. The following table format was used for the purpose.

**Table 3.5: Format used to Show the Results of Kruskal-Wallis H Test in the Students' Questionnaire**

	School	N	Mean Rank
	Bangla Medium School		
	English Medium School		
	Total		

The results of the analysis of the students' questionnaire were interpreted in a written form showing the results they indicate.

### 3.7.1.2 Analytical Procedures of the Teachers' Questionnaire

Like the students' questionnaire, the teachers' questionnaire also included responses on a 5-point scale to elicit from the teachers, information about the teaching methods and strategies they use when they teach English, and the differences between the students of the English and Bangla medium schools.

In analyzing the data collected through this questionnaire, the following table format was used to show the mean and standard deviation of the responses.

**Table 3.6: Format Used for Descriptive Statistics of Teachers' Responses**

School	N	Mean	Std. Deviation
Bangla Medium School			
English Medium School			
Total			

To show the difference between the responses of the teachers of English and Bangla medium schools, the following table format was used to show the counts and percentages of the teachers' responses on the questionnaire.

**Table 3.7: Format Used to Present the Teachers' Responses on the Questionnaire**

			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count						
		% within School						
	English Medium School	Count						
		% within School						
Total		Count						
		% within School						

To show whether there is a significant difference between the responses of the teachers of English medium schools and the responses of the teachers of the Bangla medium schools, ANOVA test was used. The following table format was used for the purpose.

**Table 3.8: Results of ANOVA Test in the Teachers' Questionnaire**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups					
Within Groups					
Total					

When there a significant difference between the two groups, Kruskal-Wallis H test was used to show which group is higher in degree of agreement. The following table format was used for the purpose.

**Table 3.9: Format Used to Show the Results of Kruskal-Wallis H Test in the Teachers' Questionnaire**

Ranks			
	School	N	Mean Rank
	Bangla Medium School		
	English Medium School		
	Total		

The results obtained from the analysis of this questionnaire were interpreted in a written form showing what these results indicate about the teaching methods used when teaching in English medium schools and Bangla medium schools.

### **3.8 Observations & Discussions**

After analyzing the data of the questionnaires, the observations were arranged and written down. The differences observed between the students of the English medium schools and the students of the Bangla medium schools were highlighted and illustrated. The differences observed between the teaching methods used by the teachers of the English medium schools and the teaching used by the teachers of the Bangla medium schools were highlighted and illustrated. The weaknesses and strengths of the teaching methods used in English medium schools and Bangla medium schools were also given.

### **3.9 Consolidating the Results**

The results of the questionnaires analysis and the observation were brought together as to give the main findings of the study. The results of the questionnaires and the observation were compared.

## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4. A. Introduction:**

Chapter 4 of the present study provides a detailed description of both the research approach and the methods employed in this study. It also justifies the questionnaire formulated and the choice of the informants. The present chapter deals with the analyses of the data collected in the questionnaire section of the study. It discusses the comparison of data analysis between two medium of schools in which the focus is on the teaching methods of the learners and teachers. A brief observation of the study has been also provided at the end of the chapter. As claimed earlier, the researcher has raised 19 questions for learners and 20 questions for teachers respectively, and the details are shown in tables and graphs to present the outcome of the analyses of the data collected.

#### **4. A.1 Students' Questionnaires from Bangla and English Medium Schools**

**Table 4.1: Number and Percentage of Learners' Sex Groups**

	<b>Number</b>	<b>Percent</b>
Female	41	51.2
Male	39	48.8
Total	80	100.0

As shown in the Table above, there were 41 female respondents in comparison to 39 male respondents. The female respondents are 51.2 % of the total number of respondents. The male percentage is 48.80 percent.

**Table 4.2: Number and Percentage of Learners' Age Groups**

	<b>Number</b>	<b>Percent</b>
14-16 Years	58	72.5
17-19 Years	21	26.2
More than 19 Years	1	1.2
Total	80	100.0

As displayed in Table 4.2, there were 58 respondents in the age group of 14-16, 21

in the age group of 17-19 and only 1 respondent in the age group of more than 19 years. The relatively percentages are 72.5%, 26.2% and 1.2%, respectively.

**Table 4.3: Number and Percentages of Learners' Schools**

	Number	Percent
Bangla Medium School	40	50.0
English Medium School	40	50.0
Total	80	100.0

As stated in the table 4.3, the number of Bangla medium school is 40 i.e. 50% and English medium school is 40 i.e. 50 %.

**Table 4.4: Number and Percentages of Learners' Class Groups**

	Number	Percent
Class IX	43	53.8
Class X	37	46.2
Total	80	100.0

As shown in Table 4.4, there were 43 learners from class IX in comparison to 37 respondents from class X. The class IX respondents are 53.8 % of the total number of respondents. The class X percentage is 46.2 %.

**Table 4.5: Number and Percentages of Years Spent in the English Medium Schools**

	Frequency	Percent
No.	38	47.5
1-4 Years	5	6.2
5-8 Years	3	3.8
More than 8 Years	34	42.5
Total	80	100.0

As displayed in Table 4.5, five respondents had spent 1-4 years in English Medium Schools; while three respondents spent in 5-8 years and those who had spent more than 8 years are 34. Their respective percentages are 6.2%, 3.8% and 42.5%. Among 80 respondents, 38 students had their education in Bangla medium schools only, which is 47.5% of the total percentages.



The tables given below will analyze the responses of the respondents to every question asked; there responses have been analyzed and presented in the tabular form. Each question has been dealt with separately. In section 1 we will take up each question individually.

#### Q.1 I feel comfortable learning English in classroom.

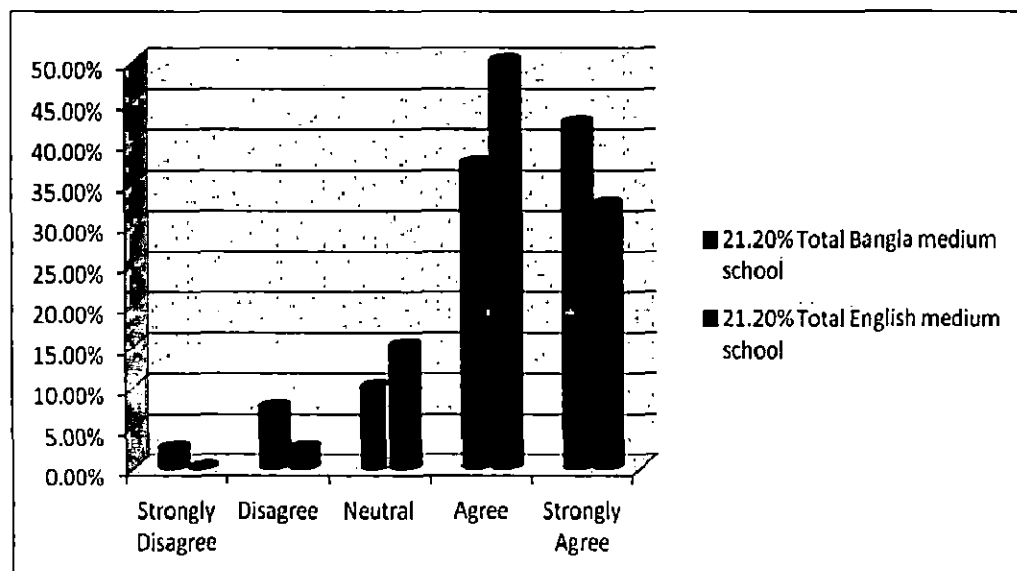
**Table 4.6: Descriptive Statistics of Learners' Responses on Q.1**

School	N	Mean	Std. Deviation
Bangla Medium School	40	4.1000	1.03280
English Medium School	40	4.1250	.75744
Total	80	4.1125	.89998

**Table 4.7: Distribution of the Learners' Responses on Q.1**

			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	3	4	15	17	40
		% within School	2.5%	7.5%	10.0%	37.5%	42.5%	100.0%
	English Medium School	Count	0	1	6	20	13	40
		% within School	.0%	2.5%	15.0%	50.0%	32.5%	100.0%
Total		Count	1	4	10	35	30	80
		% within School	1.2%	5.0%	12.5%	43.8%	37.5%	100.0%

**Graph 4.1: Comparison between Learners' Responses on Q.1**



As shown in Tables 4.6 and 4.7, the mean score of the Bangla medium students' responses is (4.10) and the standard deviation is (1.03). This shows that the Bangla Medium students' responses are clustered around 'agree'. To clarify it, 32 of Bangla medium students (i.e. 80%) agreed with the statement, 4 students (i.e. 10%) remained neutral on the statement and 4 students (i.e. 10%) disagreed with the statement.

The mean score of the English medium students' responses is (4.13) and the standard deviation is (0.76), showing that their responses are clustered around 'agree' option. To be specific, 33 (i.e. 82.5%) of these respondents agreed with the statement, 6 students (i.e. 15%) remained neutral on the statement and 1 student (i.e. 2.5%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.11) and the standard deviation is (.90), showing that the responses of all the respondents are clustered around 'agree' option. To be specific, 65 respondents who represent 81.3% said that they feel comfortable learning English in classroom, 5 respondents who represent 6.2% said that they do not feel comfortable learning English in classroom and 10 respondents who represent 12.5% remained neutral on the statement.

**Table 4.8: Result of ANOVA Test of Learners' Responses on Q.1**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.013	1	.013	.015	.902
Within Groups	63.975	78	.820		
Total	63.988	79			

As shown in Table 4.8, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium students and the English medium students because the sig. value is more than .05 ( i.e. .902).

**Q.2 I feel comfortable to speak in English in front of English medium schools' students.**

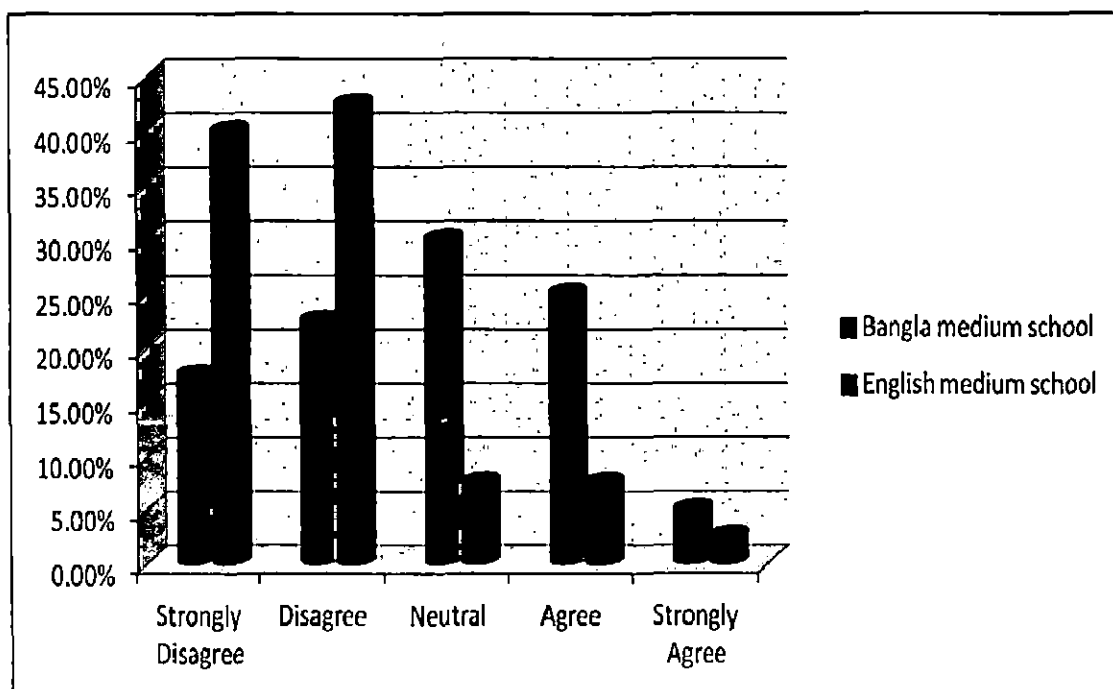
**Table 4.9: Descriptive Statistics of Learners' Responses on Q.2**

School	N	Mean	Std. Deviation
Bangla Medium School	40	2.7750	1.16548
English Medium School	40	1.9000	1.00766
Total	80	2.3375	1.16862

**Table 4.10: Distribution of Learners' Responses on Q.2**

			Strongly Disagree	Dis-agree	Neutral	Agree	Strong-ly Agree	Total
School	Bangla Medium School	Count	7	9	12	10	2	40
		% within School	17.5%	22.5%	30.0%	25.0%	5.0%	100.0%
	English Medium School	Count	16	17	3	3	1	40
		% within School	40.0%	42.5%	7.5%	7.5%	2.5%	100.0%
Total		Count	23	26	15	13	3	80
		% within School	28.8%	32.5%	18.8%	16.2%	3.8%	100.0%

**Graph 4.2: Comparison between Learners' Responses on Q.2**



As shown in Tables 4.9 and 4.10, the mean score of the Bangla medium students' responses is (2.78) and the standard deviation is (1.17). This shows that the Bangla medium students' responses are clustered around 'disagree' option. To clarify it, 16 of Bangla medium students (i.e. 40%) disagreed with the statement, 12 students (i.e. 30%) remained neutral on the statement and 12 students (i.e. 30%) agreed with the statement.

The mean score of the English medium students' responses is (1.9) and the standard deviation is (1.0), showing that their responses are clustered around 'disagree' option. To be specific, 33 (i.e. 82.5%) of these respondents disagreed with the statement, 3 students (i.e. 7.5%) remained neutral on the statement and 4 students (i.e. 10%) agreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (1.9) and the standard deviation is (2.78), showing that the responses of all the respondents are clustered around 'disagree' option. To be specific, 65 respondents who represent 81.3% said that they feel comfortable learning English in classroom, 5 respondents who represent 6.2% said that they do not feel comfortable learning English in classroom and 10 respondents who represent 12.5% remained neutral on the statement.

**Table 4.11: Result of ANOVA Test of Learners' Responses on Q.2**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.312	1	15.312	12.902	.001
Within Groups	92.575	78	1.187		
Total	107.887	79			

As shown in Tables 4.11, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla medium and the English medium students because the sig. value is less than .05 ( i.e. .001).

**Table 4.12: Mean Ranks of the Responses of the Two Schools on Q.2**

	School	N	Mean Rank
	Bangla Medium School	40	49.11
	English Medium School	40	31.89
	Total	80	

As shown in Table 4.11, the results of ANOVA test indicated that there was a significant difference between the responses of the Bangla medium and the English medium students because the sig. value is less than .05 ( i.e. .001). Table (4.12) shows that the Bangla medium students are higher than the English medium students in the agreement about the statement are because the mean ranks are (49.11) and (31.89) respectively.

### Q.3 I practice English free writing compositions to improve your creativity.

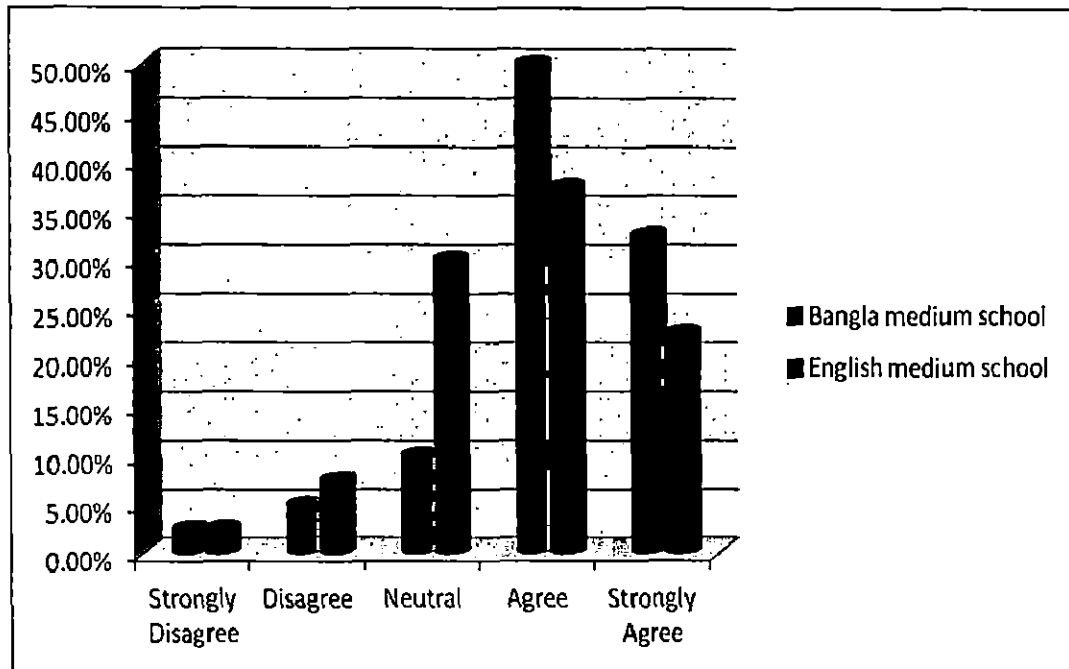
**Table 4.13: Descriptive Statistics of Learners' Responses on Q.3**

School	N	Mean	Std. Deviation
Bangla Medium School	40	4.0500	.93233
English Medium School	40	3.7000	.99228
Total	80	3.8750	.97273

**Table 4.14: Distribution of Learners' Responses on Q.3**

			Strongly Disagree	Dis- agree	Neutral	Agree	Strong- ly Agree	Total
School	Bangla Medium School	Count	1	2	4	20	13	40
		% within School	2.5%	5.0%	10.0%	50.0%	32.5%	100.0%
	English Medium School	Count	1	3	12	15	9	40
		% within School	2.5%	7.5%	30.0%	37.5%	22.5%	100.0%
Total		Count	2	5	16	35	22	80
		% within School	2.5%	6.2%	20.0%	43.8%	27.5%	100.0 %

**Graph 4.3: Comparison between Learners' Responses on Q.3**



As shown in Tables 4.13 and 4.14, the mean score of the Bangla medium students' responses is (4.05) and the standard deviation is (.93). This shows that the Bangla medium students' responses are clustered around 'neutral' and 'agree'. To clarify it, 33 of Bangla medium students (i.e. 82.5%) agreed with the statement, 4 students (i.e. 10%) remained neutral on the statement and 3 students (i.e. 7.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.7) and the standard deviation is (.99), showing that their responses are clustered around 'agree and neutral' option. To be specific, 24(i.e.60%) of these respondents agreed with the statement, 12(i.e. 30%) Remained neutral on the statement and 4 (i.e. 10%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.87) and the standard deviation is (.97), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, 57 respondents who represent 71.3% said that they agree with the statement, 7 respondents who represent 8.7% said that they disagreed with the statement and 16 respondents who represent 20% remained neutral on the statement.

**Table 4.15: Result of ANOVA Test of Learners' Responses on Q.3**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.450	1	2.450	2.643	.108
Within Groups	72.300	78	.927		
Total	74.750	79			

As shown in table 4.15, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium students because the sig. value is more than .05 (i.e. .108).

**Q.4 My teachers encourage me asking questions in English.**

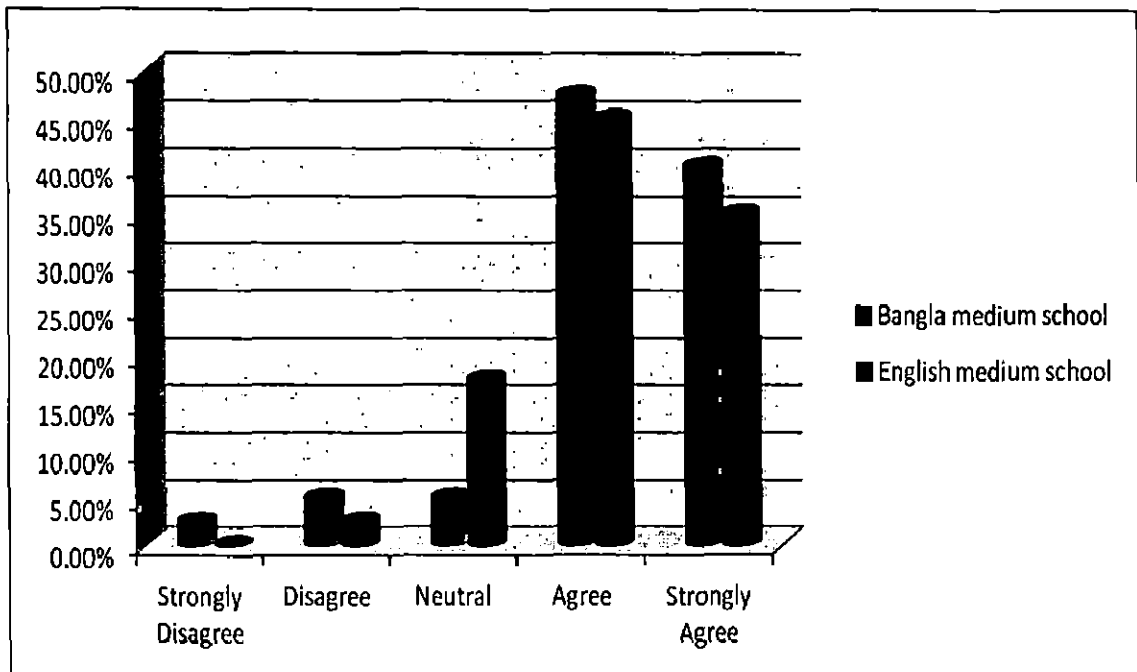
**Table 4.16: Descriptive Statistics of Learners' Responses on Q.4**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	4.1750	.93060
English Medium school			
Total	80	4.1500	.85832

**Table 4.17: Distribution of Learners' Responses on Q.4**

School * Q4 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strong -ly Agree	Total
School	Bangla Medium School	Count	1	2	2	19	16	40
		% within School	2.5%	5.0%	5.0%	47.5%	40.0%	100.0%
	English Medium School	Count	0	1	7	18	14	40
		% within School	.0%	2.5%	17.5%	45.0%	35.0%	100.0%
Total		Count	1	3	9	37	30	80
		% within School	1.2%	3.8%	11.2%	46.2%	37.5%	100.0 %

**Graph 4.4: Comparison between Learners' Responses on Q. 4**



As shown in tables 4.16 and 4.17, the mean score of the Bangla medium students' responses is (4.18) and the standard deviation is (.93). This shows that the Bangla medium students' responses are clustered around 'neutral and agree'. To clarify it, 35 of Bangla Medium schools' students (i.e. 87.5%) agreed with the statement, two students (i.e. .5%) remained neutral on the statement and three students (i.e. 7.5%) disagreed with the statement.

The mean score of the English medium students' responses is (4.13) and the standard deviation is (.79), showing that their responses are clustered around 'neutral and agree' option. To be specific, 32 of these respondents agreed with the statement, 7 remained neutral on the statement and 1 disagree with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.15) and the standard deviation is (.86), showing that the responses of all the respondents are clustered around 'neutral and agree' option. To be specific, 67 respondents who represent 83.7% said that they agree with the statement and 4 respondents who represent 5% said that they disagreed with the statement and 9 respondents who represent 11.2% remained neutral on the statement.



**Table 4.18: Result of ANOVA Test of Learners' Responses on Q.4**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.050	1	.050	.067	.796
Within Groups	58.150	78	.746		
Total	58.200	79			

As shown in Tables 4.18, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium students because the sig. value is more than .05 ( i.e. 0.769).

**Q.5 I like to interact with other people in English.**

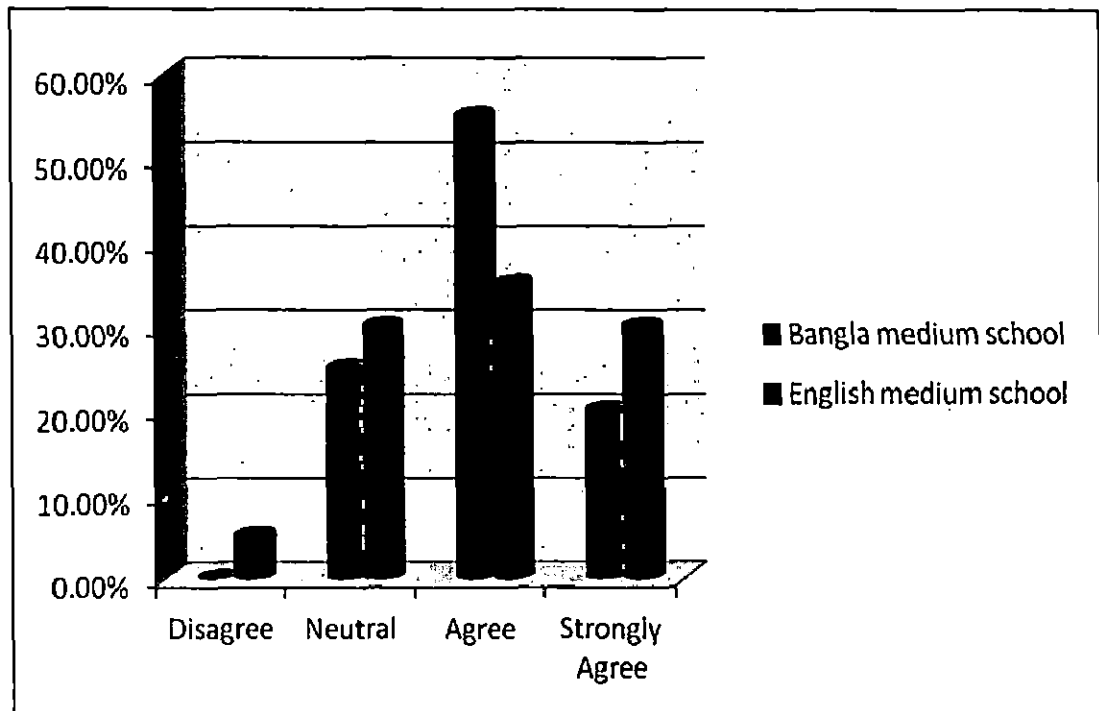
#### 4.19 Descriptive Statistics of Learners' Responses on Q.5

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.9500	.67748
English Medium School	40	3.9000	.90014
Total	80	3.9250	.79197

#### 4.20 Distribution of Learners' Responses on Q.5

School * Q5 Cross tabulation							
			Disagree	Neutral	Agree	Strong-ly Agree	Total
School	Bangla Medium School	Count	0	10	22	8	40
		% within School	.0%	25.0%	55.0%	20.0%	100.0%
	English Medium School	Count	2	12	14	12	40
		% within School	5.0%	30.0%	35.0%	30.0%	100.0%
Total		Count	2	22	36	20	80
		% within School	2.5%	27.5%	45.0%	25.0%	100.0%

**Graph 4.5: Comparison between Learners' Responses on Q.5**



As shown in Tables 4.19 and 4.20, the mean score of the Bangla medium students' responses is (3.95) and the standard deviation is (0.68). This shows that the Bangla medium students' responses are clustered around 'agree'. To clarify it, 30 of Bangla Medium Schools' students (i.e. 75%) agreed with the statement, 10 students (i.e. 25.0%) remained neutral on the statement and no student (i.e. 0%) disagreed with the statement.

The mean score of the English medium students' responses is (3.90) and the standard deviation is (.90), showing that their responses are clustered around 'neutral and agree' option. To be specific, 26 (i.e. 65.0%) of these respondents agreed with the statement, 12(i.e. 30.0%)) remained neutral on the statement and 2 students (i.e. 5.0%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.92) and the standard deviation is (0.79), showing that the responses of all the respondents are clustered around 'neutral and agree' option. To be specific, 56 respondents who represent 70% said that they agree with the statement, 2 respondents who represent 2.5% said that they disagreed with the statement and 22 respondents who are 27.5% remained neutral on the statement.

**Table 4.21: Result of ANOVA Test of the Learners' Responses on Q.5**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.050	1	.050	.079	.780
Within Groups	49.500	78	.635		
Total	49.550	79			

As shown in tables 4.21, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than .05 ( i.e. 0.780).

#### **Q.6 I learn vocabulary by translating from English to Bangla.**

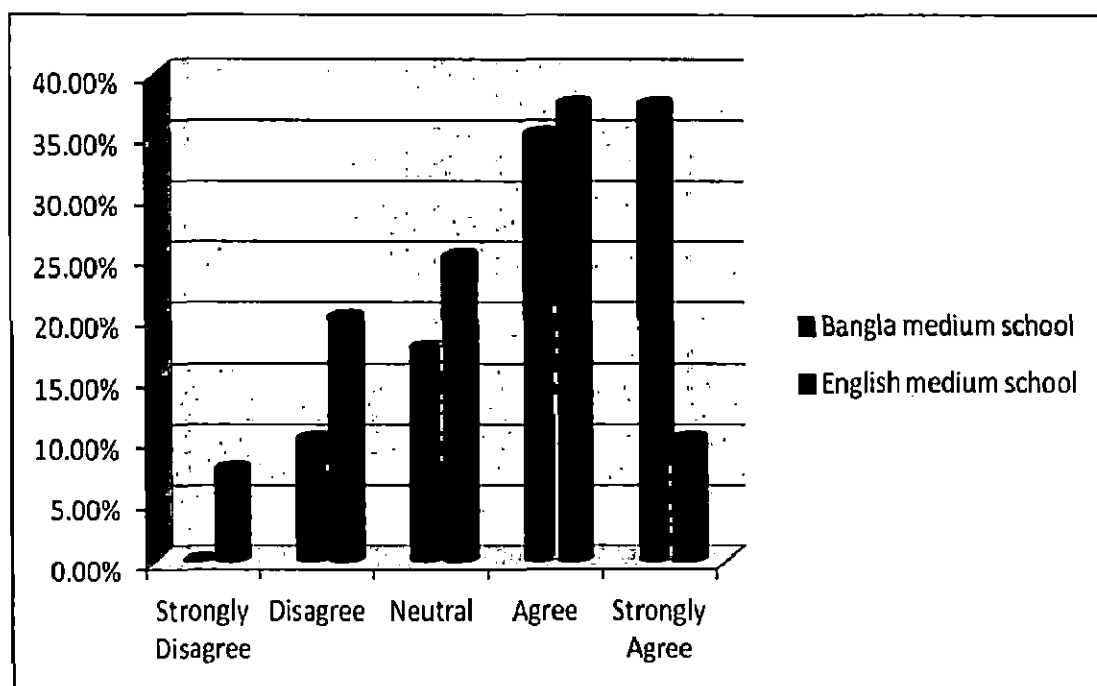
**Table 4.22 Descriptive Statistics of Learners' Responses on Q.6**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	4.0000	.98710
English Medium School	40	3.2250	1.12061
Total	80	3.6125	1.11938

**Table 4.23 Distribution of Learners' Responses on Q.6**

School * Q6 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	
School	Bangla Medium School	Count	0	4	7	14	15	40
		% within School	.0%	10.0%	17.5%	35.0%	37.5%	100.0%
	English Medium School	Count	3	8	10	15	4	40
		% within School	7.5%	20.0%	25.0%	37.5%	10.0%	100.0%
Total		Count	3	12	17	29	19	80
		% within School	3.8%	15.0%	21.2%	36.2%	23.8%	100.0%

**Graph 4.6: Comparison between Learners' Responses on Q.6**



As shown in Tables 4.22 and 4.23, the mean score of the Bangla medium students' responses is (4.00) and the standard deviation is (0.99). This shows that the Bangla medium students' responses are clustered around 'neutral and agree'. To clarify it, 29 of Bangla medium students (i.e. 72.5%) agreed with the statement, seven students (i.e. 17.5%) remained neutral on the statement and four students (i.e. 10%) disagreed with the statement.

The mean score of the English medium students' responses is (3.22) and the standard deviation is (1.12), showing that their responses are clustered around 'neutral' option. To be specific, 19 of these respondents agreed with the statement, 10 (i.e. 25.0%) remained neutral on the statement and 11 (i.e. 27.5%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.61) and the standard deviation is (1.12), showing that the responses of all the respondents are clustered around 'disagree and neutral' option. To be specific, 48 respondents who represent 60 % said that they agreed the statement, 15 respondents who represent 18.8% said that they disagreed with the statement and 17 respondents who represent 21.2% remained neutral on the statement.

**Table 4.24: Result of ANOVA Test of Learners' Responses on Q.6**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.012	1	12.012	10.773	.002
Within Groups	86.975	78	1.115		
Total	98.988	79			

As shown in Tables 4.24, the results of ANOVA test indicated that there was a significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than .05 ( i.e.0 .002).

**Table 4.25 Mean Ranks of the Responses of the Two Schools on Q.6**

Ranks			
	School	N	Mean Rank
	Bangla Medium School	40	48.22
	English Medium School	40	32.78
	Total	80	

As shown in Table 4.24, the results of ANOVA test indicated that there was a significant difference between the responses of the Bangla medium students and the English medium students because the sig. value is less than .05 ( i.e. .001). Table (4.25) shows that the Bangla medium students are higher than the English medium students in the agreement about the statement are because the mean ranks are (48.22) and (32.78) respectively.

**Q.7 My teacher encourages me for group discussions in the classroom.**

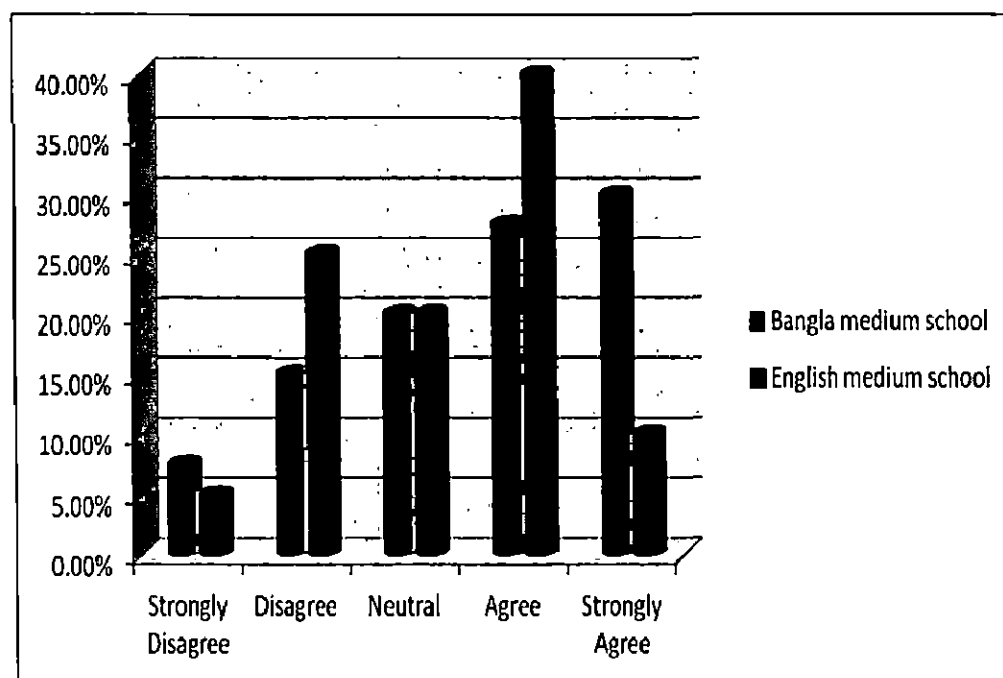
**Table 4.26: Descriptive Statistics of the Learners' Responses on Q.7**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.5750	1.27877
English Medium School	40	3.2500	1.10361
Total	80	3.4125	1.19803

**Table 4.27: Distribution of the Learners' Responses on Q.7**

School * Q7 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strong-ly Agree	Total
School	Bangla Medium School	Count	3	6	8	11	12	40
		% within School	7.5%	15.0%	20.0%	27.5%	30.0%	100.0%
	English Medium School	Count	2	10	8	16	4	40
		% within School	5.0%	25.0%	20.0%	40.0%	10.0%	100.0%
Total		Count	5	16	16	27	16	80
		% within School	6.2%	20.0%	20.0%	33.8%	20.0%	100.0%

**Graph 4.7: Comparison between Learners' Responses on Q.7**



As shown in Tables 4.26 and 4.27, the mean score of the Bangla medium students' responses is (3.58) and the standard deviation is (1.28). This shows that the Bangla medium students' responses are clustered around 'neutral'. To clarify it, 23 of Bangla medium students (i.e. 57.5%) agreed with the statement, 8 students (i.e. 20%) remained neutral on the statement and 9 students (i.e. 22.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.25) and the standard deviation is (1.10), showing that their responses are clustered around 'neutral' option. To be specific, 20 (i.e. 50%) of these respondents agreed with the statement, 8(i.e. 20%) remained neutral on the statement and 12 (i.e. 30%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.41) and the standard deviation is (1.19), showing that the responses of all the respondents are clustered around 'disagree and neutral' option. To be specific, 43 respondents who represent 53.8% said that they agreed with the statement, 21 respondents who represent 26.2% said that they disagreed with the statement and 16 respondents who represent 20% remained neutral on the statement.

**Table 4.28: Result of ANOVA Test of Learners' Responses on Q.7**

	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	2.113	1	2.113	1.481	.227
Within Groups	111.275	78	1.427		
Total	113.388	79			

As shown in Tables 4.28, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium students and the English medium schools because the sig. value is more than .05 (i.e. 0.227).

**Q.8 I feel hesitant to speak in English in public place.**

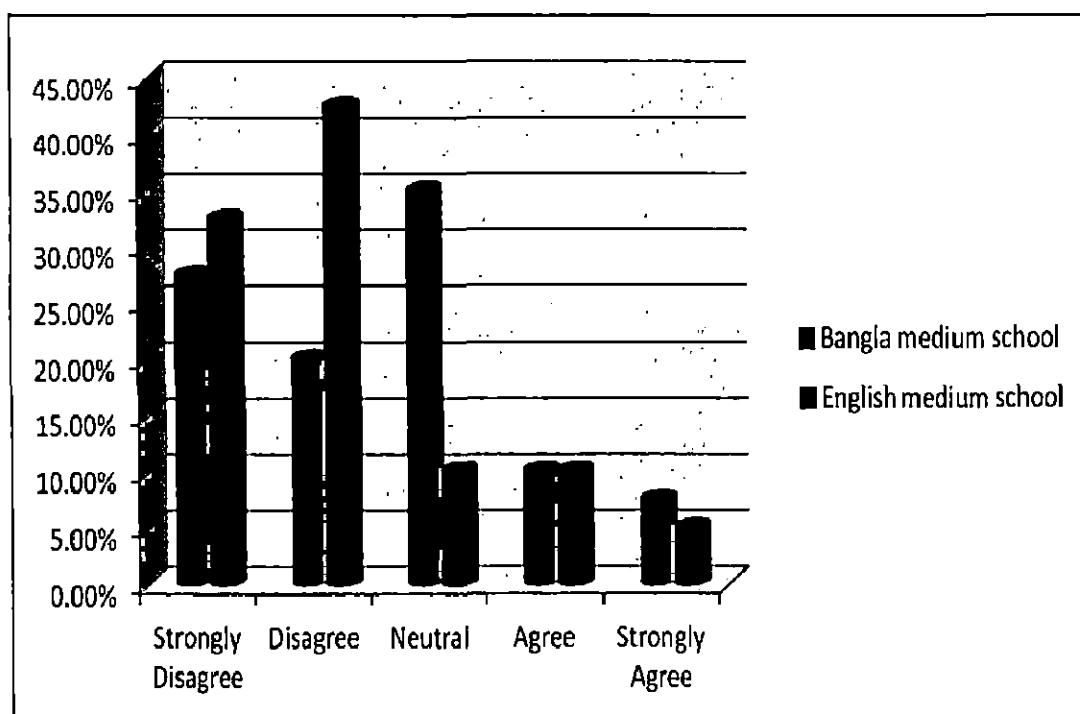
**Table 4.29 Descriptive Statistics of Learners' Responses on Q.8**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	2.5000	1.21950
English Medium School	40	2.1250	1.13652
Total	80	2.3125	1.18635

**Table 4.30 Distribution of Learners' Responses on Q.8**

School * Q8 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strong-ly Agree	Total
School	Bangla Medium School	Count	11	8	14	4	3	40
		% within School	27.5%	20.0%	35.0%	10.0%	7.5%	100.0%
	English Medium School	Count	13	17	4	4	2	40
		% within School	32.5%	42.5%	10.0%	10.0%	5.0%	100.0%
Total		Count	24	25	18	8	5	80
		% within School	30.0%	31.2%	22.5%	10.0%	6.2%	100.0%

**Graph 4.8: Comparison between Learners' Responses on Q.8**



As shown in Tables 4.29 and 4.30, the mean score of the Bangla medium students' responses is (2.56) and the standard deviation is (1.22). This shows that the Bangla medium students' responses are clustered around 'disagree and neutral'. To clarify it, 7 of Bangla medium students (i.e. 17.5%) agreed with the statement, 14 students (i.e. 35.0%) remained neutral on the statement and 19 students (i.e. 47.5%) disagreed with the statement.



The mean score of the English medium schools students' responses is (2.12) and the standard deviation is (1.14), showing that their responses are clustered around 'disagree and neutral' option. To be specific, 6 (i.e. 15%) of these respondents agreed with the statement, 4 (i.e. 10%) remained neutral on the statement and 30 (i.e. 75%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (2.31) and the standard deviation is (1.19), showing that the responses of all the respondents are clustered around 'disagree' option. To be specific, 13 respondents who represent 16.2% said that they agreed with the preceding statement 49 respondents who represent 61.2% said that they disagreed with the statement and 18 respondents who represent 22.5% remained neutral on the statement.

**Table 4.31: Result of ANOVA Test of Learners' Responses on Q.8**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.812	1	2.812	2.024	.159
Within Groups	108.375	78	1.389		
Total	111.188	79			

As shown in tables 4.31, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium Schools because the sig. value is more than .05 (i.e. 0.159).

**Q.9 I am good in speaking than writing.**

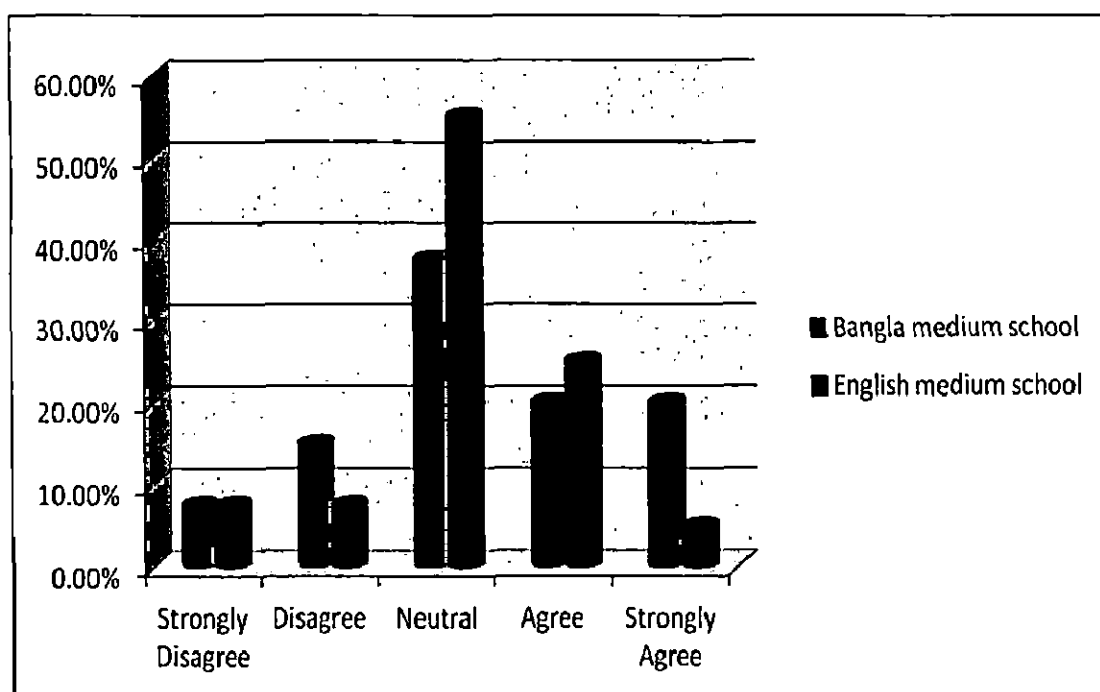
**Table 4.32 Descriptive Statistics of Learners' Responses on Q.9**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.3000	1.18105
English Medium School	40	3.1250	.91111
Total	80	3.2125	1.05175

#### 4.33 Distribution of Learners' Responses on Q.9

School * Q9 Cross tabulation								
			Strongly Disagree	Dis- agree	Neutral	Agree	Strong- ly Agree	Total
School	Bangla Medium School	Count	3	6	15	8	8	40
		% within School	7.5%	15.0%	37.5%	20.0%	20.0%	100.0%
	English Medium School	Count	3	3	22	10	2	40
		% within School	7.5%	7.5%	55.0%	25.0%	5.0%	100.0%
Total		Count	6	9	37	18	10	80
		% within School	7.5%	11.2%	46.2%	22.5%	12.5%	100.0 %

Graph 4.9: Comparison between Learners' Responses on Q.9



As shown in Tables 4.32 and 4.33, the mean score of the Bangla medium students' responses is (3.30) and the standard deviation is (1.18). This shows that the Bangla medium students' responses are clustered around 'disagree and neutral'. To clarify it, 16 of Bangla medium students (i.e. 40%) agreed with the statement, 15 students (i.e. 37.5%) remained neutral on the statement and 9 students (i.e. 22.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.12) and the standard deviation is (0.91), showing that their responses are clustered around 'disagree and neutral' option. To be specific, 12 (i.e. 30%) of these respondents agreed with the statement, 22 (i.e. 55%) remained neutral on the statement and 6(i.e. 15%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.21) and the standard deviation is (1.05), showing that the responses of all the respondents are clustered around 'disagree and neutral' option. To be specific, 28 respondents who represent 35% said that they agreed the statement, 15 respondents who represent 18.7% said that they disagreed with the statement and 37 respondents who represent 46.2% remained neutral on the statement.

**Table 4.34: Result of ANOVA Test of Learners' Responses on Q.9**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.612	1	.612	.551	.460
Within Groups	86.775	78	1.112		
Total	87.388	79			

As shown in Tables 4.33, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than .05 ( i.e. 0.460).

**Q.10 My teacher set up the competition with English medium school.**

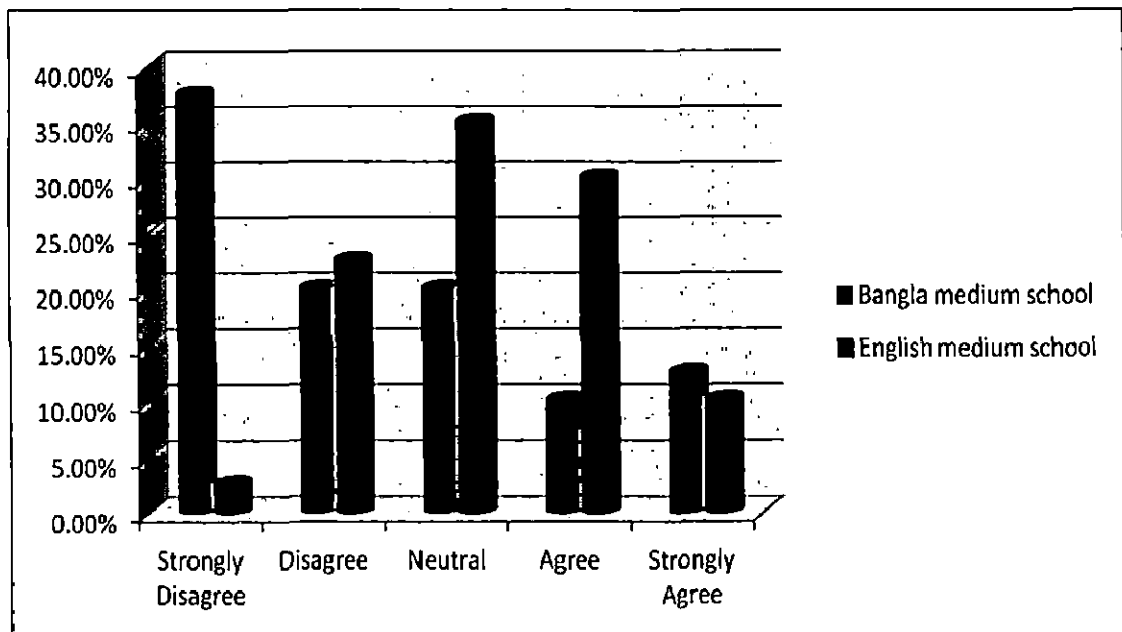
#### **4.35 Descriptive Statistics of Learners' Responses on Q.10**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	2.4000	1.41058
English Medium School	40	3.2250	.99968
Total	80	2.8125	1.28372

#### 4.36 Distribution of Learners' Responses on Q.10

School * Q10 Cross tabulation								
			Strongly Disagree	Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	15	8	8	4	5	40
		% within School	37.5%	20.0%	20.0%	10.0%	12.5%	100.0%
	English Medium School	Count	1	9	14	12	4	40
		% within School	2.5%	22.5%	35.0%	30.0%	10.0%	100.0%
Total		Count	16	17	22	16	9	80
		% within School	20.0%	21.2%	27.5%	20.0%	11.2%	100.0%

**Graph 4.10: Comparison between Learners' Responses on Q.10**



As shown in Tables 4.35 and 4.36, the mean score of the Bangla medium students' responses is (2.40) and the standard deviation is (1.41). This shows that the Bangla medium students' responses are clustered around 'neutral'. To clarify it, 9 of Bangla medium schools' students (i.e. 22.5%) agreed with the statement, 8 students (i.e.20%) remained neutral on the statement and 23 students (i.e. 57.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.22) and the standard deviation is (0.99), showing that their responses are clustered around 'neutral' option. To be specific, 16(i.e.40 %) of these respondents agreed with the statement, 14(i.e.35%) remained neutral on the statement and 10(i.e. 25%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (2.81) and the standard deviation is (1.28), showing that the responses of all the respondents are clustered around 'disagree.' option. To be specific, 25 respondents who represent 31.2% said that they agreed the statement, 33 respondents who represent 41.2 % said that they disagreed with the statement and 22 respondents who represent 27.5% remained neutral on the statement.

**Table 4.37: Result of ANOVA Test of Learners' Responses on Q.10**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.613	1	13.613	9.108	.003
Within Groups	116.575	78	1.495		
Total	130.188	79			

As shown in Tables 4.37, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla Medium and the English medium schools because the sig. value is less than .05 ( i.e. 0.003).

**Table 4.38 Mean ranks of the Responses of the Two Schools on Q.10**

Ranks			
	School	N	Mean Rank
	Bangla Medium School	40	32.94
	English Medium School	40	48.06
	Total	80	

As shown in Table 4.37, the results of ANOVA test indicated that there was a significant difference between the responses of Bangla medium and English medium students because the sig. value is less than .05 (i.e. .003). Table 4.38 shows that Bangla medium students are less than the English medium students in the agreement about the statement because the mean ranks are (32.94) and (48.06) are respectively.

**Q.11 I learn English as a challenge for higher education, finding good jobs, interviews and so on.**

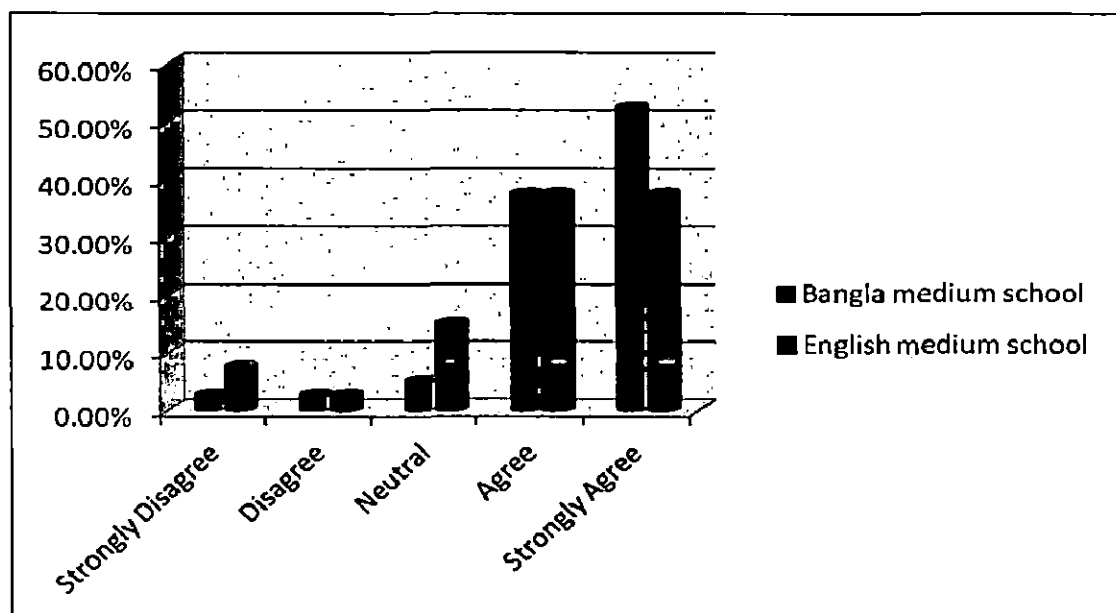
#### 4.39 Descriptive Statistics of Learners' Responses on Q.11

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	4.3500	.89299
English Medium School	40	3.9500	1.15359
Total	80	4.1500	1.04458

#### 4.40 Distribution of Learners' Responses on Q.11

School * Q11 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	1	2	15	21	40
		% within School	2.5%	2.5%	5.0%	37.5%	52.5%	100.0%
	English Medium School	Count	3	1	6	15	15	40
		% within School	7.5%	2.5%	15.0%	37.5%	37.5%	100.0%
Total		Count	4	2	8	30	36	80
		% within School	5.0%	2.5%	10.0%	37.5%	45.0%	100.0%

**Graph 4.11: Comparison between Learners' Responses on Q.11**



As shown in Tables 4.39 and 4.40, the mean score of the Bangla medium students' responses is (4.35) and the standard deviation is (.89). This shows that the Bangla medium students' responses are clustered around 'disagree'. To clarify it, 36 of Bangla medium schools students (i.e. 90%) agreed with the statement, 2 students (i.e. 5.0%) remained neutral on the statement and 2 students (i.e. 5.0%) disagreed with the statement.

The mean score of the English medium students' responses is (3.95) and the standard deviation is (1.15), showing that their responses are clustered around 'neutral to disagree' option. To be specific, 30(i.e. 75.0%). of these respondents agreed with the statement, 6 (i.e. 15%) remained neutral on the statement and 4(i.e. 10%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.15) and the standard deviation is (1.04), showing that the responses of all the respondents are clustered around 'neutral to disagree' option. To be specific, 66 respondents who represent 82.5% said that they agreed, 6 respondents who represent 7.5% said that they disagreed with the statement and 8 respondents who represent 10% remained neutral on the statement.

**Table 4.41: Result of ANOVA Test of Learners' Responses on Q.11**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.200	1	3.200	3.007	.087
Within Groups	83.000	78	1.064		
Total	86.200	79			

As shown in Tables 4.41, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than .05 ( i.e. 0.087).

**Q.12 I participate in various activities in English outside classroom.**

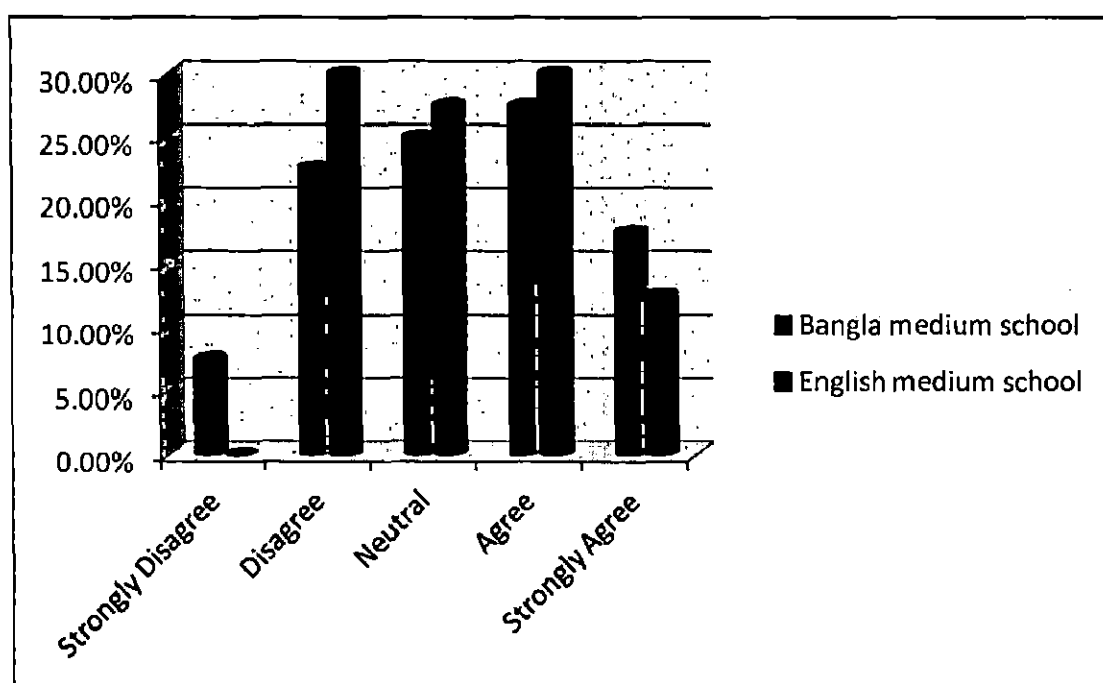
**4.42 Descriptive Statistics of Learners' Responses on Q.12**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.2500	1.21423
English Medium School	40	3.2500	1.03155
Total	80	3.2500	1.11945

#### 4.43 Distribution of Learners' Responses on Q.12

School * Q12 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	
School	Bangla Medium School	Count	3	9	10	11	7	40
		% within School	7.5%	22.5%	25.0%	27.5%	17.5%	100.0%
	English Medium School	Count	0	12	11	12	5	40
		% within School	.0%	30.0%	27.5%	30.0%	12.5%	100.0%
Total	Count		3	21	21	23	12	80
	% within School		3.8%	26.2%	26.2%	28.8%	15.0%	100.0%

Graph 4.12: Comparison between Learners' Responses on Q.12



As shown in Tables 4.42 and 4.43, the mean score of the Bangla medium students' responses is (3.25) and the standard deviation is (1.21). This shows that the Bangla medium students' responses are clustered around 'neutral'. To clarify it, 18 of Bangla medium students (i.e. 45%) agreed with the statement, 10 students (i.e. 25%) remained neutral on the statement and 12 students (i.e. 30%) disagreed with the statement.



The mean score of the English medium students' responses is (3.25) and the standard deviation is (1.03), showing that their responses are clustered around 'neutral' option. To be specific, 17(i.e. 42.5%) of these respondents agreed with the statement, 11 (i.e. 27.5%) remained neutral on the statement and 12(i.e. 30%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.25) and the standard deviation is (1.12), showing that the responses of all the respondents are clustered around 'disagree' option. To be specific, 35 respondents who represent 43.8 % said that they agreed the statement, 24 respondents who represent 30% said that they disagreed with the statement and 21 respondents who represent 26.2% remained neutral on the statement.

**Table 4.44: Result of ANOVA Test of Learners' Responses on Q.12**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	1.000
Within Groups	99.000	78	1.269		
Total	99.000	79			

As shown in Tables 4.44, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than 0.05 ( i.e. 1.00).

**Q.13 My teachers use four basic skills in classroom (Listening, Speaking, Reading & writing)**

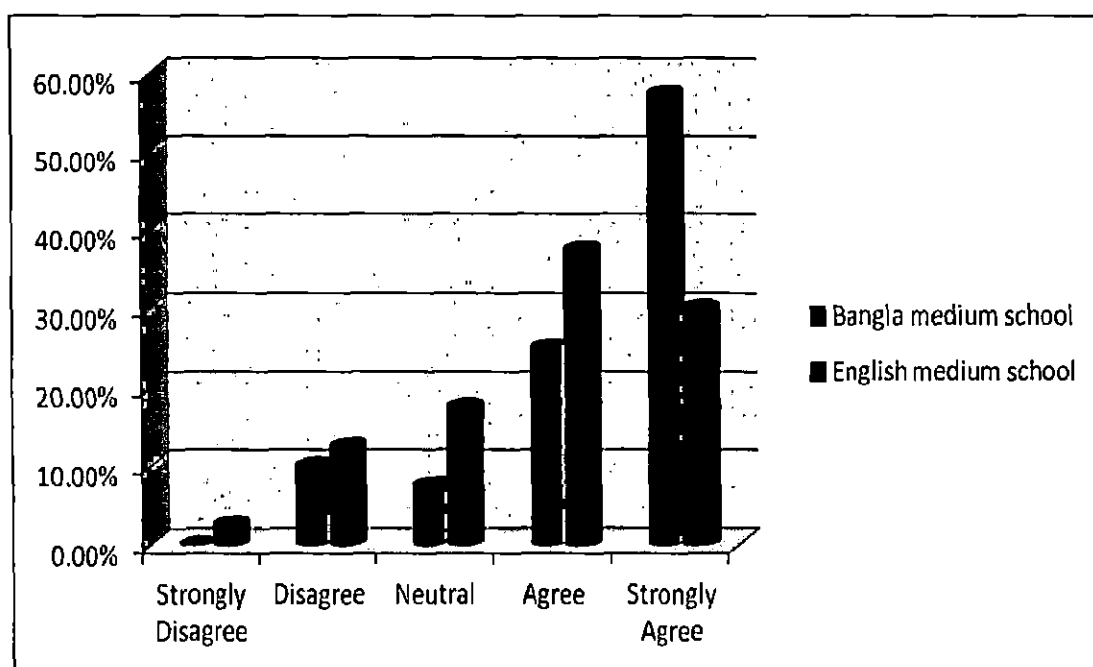
**Table 4.45 Descriptive Statistics of Learners' Responses on Q.13**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	4.3000	.99228
English Medium School	40	3.8000	1.09075
Total	80	4.0500	1.06617

**Table 4.46 Distribution of Learners' Responses on Q.13**

School * Q13 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	4	3	10	23	40
		% within School	.0%	10.0%	7.5%	25.0%	57.5%	100.0%
	English Medium School	Count	1	5	7	15	12	40
		% within School	2.5%	12.5%	17.5%	37.5%	30.0%	100.0%
Total	Count		1	9	10	25	35	80
	% within School		1.2%	11.2%	12.5%	31.2%	43.8%	100.0%

**Graph 4.13: Comparison between Learners' Responses on Q.13**



As shown in Tables 4.45 and 4.46, the mean score of the Bangla medium students' responses is (4.30) and the standard deviation is (.99). This shows that the Bangla medium students' responses are clustered around 'agree'. To clarify it, 33 of Bangla medium students (i.e. 82.5%) agreed with the statement, three students (i.e. 0.75%) remained neutral on the statement and four students (i.e. 10%) disagreed with the statement.

The mean score of the English medium students' responses is (3.80) and the standard deviation is (1.09), showing that their responses are clustered around 'neutral' option. To be specific, 27 (i.e. 67.5) of these respondents agreed with the statement, 7(i.e. 17.5%) remained neutral on the statement and 6(i.e. 15%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.05) and the standard deviation is (1.07), showing that the responses of all the respondents are clustered around 'agree' option. To be specific, 60 respondents who represent 75% said that they agreed the statement, 10 respondents who represent 12.4% said that they disagreed with the statement and 10 respondents who represent 12.5% remained neutral on the statement.

**Table 4.47: Result of ANOVA Test of Learners' Responses on Q.13**

<b>Report</b>					
	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	5.000	1	5.000	4.599	.035
<b>Within Groups</b>	84.800	78	1.087		
<b>Total</b>	89.800	79			

As shown in Tables 4.46, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than 0.05 (i.e. 0.035).

**Table 4.48 Mean ranks of Responses of Two Schools on Q.13**

<b>Ranks</b>			
	<b>School</b>	<b>N</b>	<b>Mean Rank</b>
	<b>Bangla Medium School</b>	40	46.24
	<b>English Medium School</b>	40	34.76
	<b>Total</b>	80	

As shown in Table 4.47, the results of ANOVA test indicated that there was a significant difference between the responses of Bangla medium and English medium students because the sig. value is less than 0.05 (i.e. 0.035). Table (4.48) shows that the Bangla medium students are higher than the English medium students in the agreement about the statement are because the mean ranks are (46.24) and (34.76) respectively.

**Q.14 My teacher encourages me for reading English books, newspapers, watching English news, and so on.**

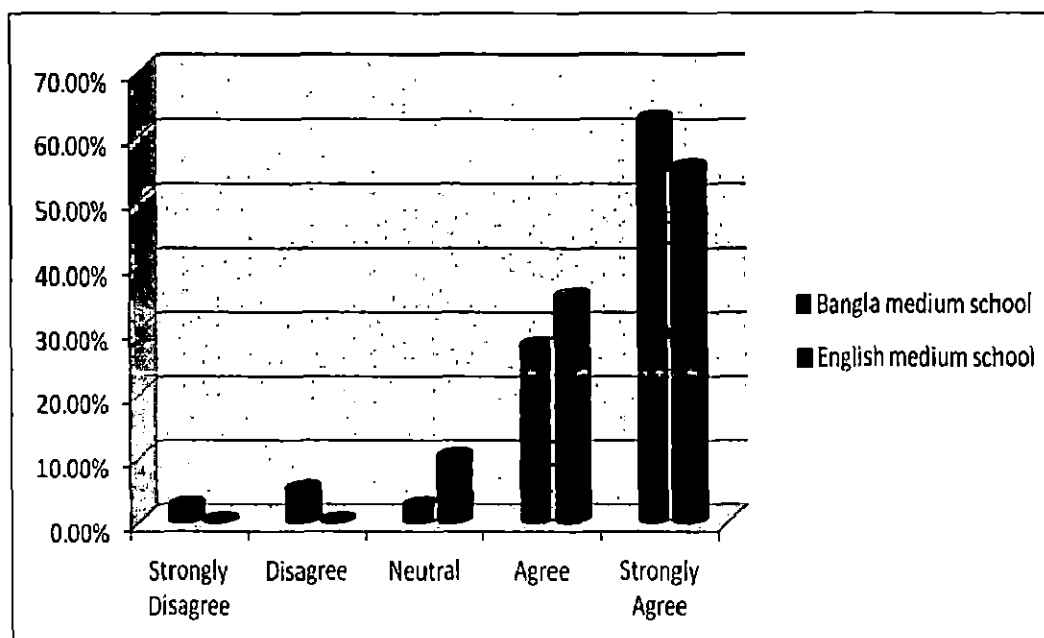
**Table 4.49: Descriptive Statistics of Learners' Responses on Q.14**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	4.4250	.95776
English Medium School	40	4.4500	.67748
Total	80	4.4375	.82437

**Table 4.50: Distribution of Learners' Responses on Q.14**

School * Q14 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	2	1	11	25	40
		% within School	2.5%	5.0%	2.5%	27.5%	62.5%	100.0%
	English Medium School	Count	0	0	4	14	22	40
		% within School	.0%	.0%	10.0%	35.0%	55.0%	100.0%
Total		Count	1	2	5	25	47	80
		% within School	1.2%	2.5%	6.2%	31.2%	58.8%	100.0%

**Graph 4.14: Comparison between Learners' Responses on Q.14**



As shown in Tables 4.49 and 4.50, the mean score of the Bangla medium students' responses is (4.42) and the standard deviation is (0.96). This shows that the Bangla medium students' responses are clustered around 'agree'. To clarify it, 36 of Bangla medium students (i.e. 90%) agreed with the statement, 1 student (i.e. 2.5%) remained neutral on the statement and 3 students (i.e. 7.5%) disagreed with it.

The mean score of the English medium students' responses is (4.45) and the standard deviation is (0.68), showing that their responses are clustered around 'agree' option. To be specific, 36(i.e. 90%) of these respondents agreed with the statement, 4(i.e. 10%) remained neutral on the statement and no one is found (i.e. 0%) to disagree with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.43.) and the standard deviation is (0.82), showing that the responses of all the respondents are clustered around 'agree' option. To be specific, 72 respondents who represent 90% said that they agreed with the statement, 3 respondents who represent 3.7% said that they disagreed with the statement and 5 respondents who represent 6.2% remained neutral on the statement.

**Table 4.51: Result of ANOVA Test of Learners' Responses on Q.14**

<b>Report</b>					
	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	.013	1	.013	.018	.893
<b>Within Groups</b>	53.675	78	.688		
<b>Total</b>	53.688	79			

As shown in Tables 4.51, the results of ANOVA test indicated that there was no significant difference between the responses of Bangla medium and English medium schools because the sig. value is more than 0.05 ( i.e. 0.893).

**Q.15 I am satisfied with the teaching methods of English teacher (to be filled up by Bangla medium students).**

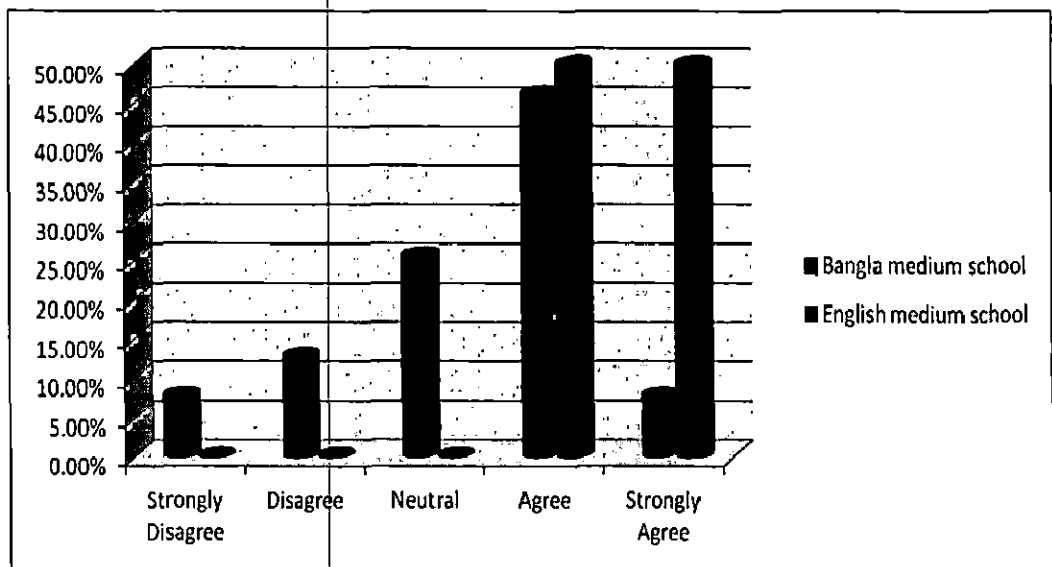
**Table 4.52 Descriptive Statistics of Learners' Responses on Q.15**

<b>Report</b>			
<b>School</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Bangla Medium School</b>	39	3.3333	1.05963
<b>English Medium School</b>	2	4.5000	.70711
<b>Total</b>	41	3.3902	1.06953

**Table 4.53 Distribution of Learners' Responses on Q.15**

School * Q15 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	3	5	10	18	3	39
		% within School	7.7%	12.8%	25.6%	46.2%	7.7%	100.0%
	English Medium School	Count	0	0	0	1	1	2
		% within School	.0%	.0%	.0%	50.0%	50.0%	100.0%
Total		Count	3	5	10	19	4	41
		% within School	7.3%	12.2%	24.4%	46.3%	9.8%	100.0%

**Graph 4.15: Percentage of Learners' (Bangla Medium) Responses on Q.15**



This question was raised to Bangla medium students and the results found pertain to only these students. As shown in tables 4.52 and 4.53, the mean score of the Bangla medium students' responses is (3.33) and the standard deviation is (1.06). This shows that the Bangla medium students' responses are clustered around 'neutral'. To clarify it, 21 of Bangla medium students (i.e. 53.9%) agreed with the statement, 10 students (i.e. 25.6%) remained neutral on the statement and 8 students (i.e. 20.5%) disagreed with the statement. In this question, no comparison has been made between two medium students.

**Q.16 I feel comfortable to speak in English with Bangla medium students (to be filled up by English medium students).**

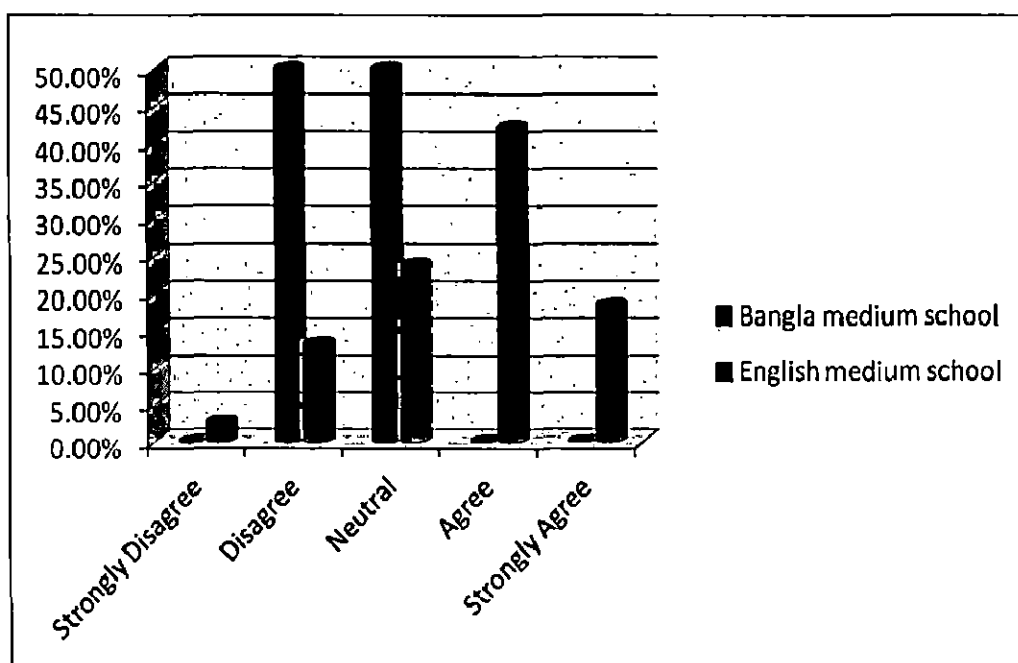
**Table 4.54 Descriptive Statistics of Learners' Responses on Q. 16**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	2	2.5000	.70711
English Medium School	38	3.6053	1.02771
Total	40	3.5500	1.03651

**Table 4.55 Distribution of Learners' Responses on Q.16**

School * Q16 Cross tabulation								
			Strongly Disagree	Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	1	1	0	0	2
		% within School	.0%	50.0%	50.0%	.0%	.0%	100.0%
	English Medium School	Count	1	5	9	16	7	38
		% within School	2.6%	13.2%	23.7%	42.1%	18.4%	100.0%
Total		Count	1	6	10	16	7	40
		% within School	2.5%	15.0%	25.0%	40.0%	17.5%	100.0%

**Graph 4.16: Percentage of Learners' Responses on Q.16**



The present question was raised to only English medium students. As the Table 4.55 and 4.56 the mean score of the English Medium Schools students' responses is (3.6) and the standard deviation is (1.03), showing that their responses are clustered around 'Neutral' option. To be specific, 23 of these respondents (i.e. 60.5%) agreed with the statement, 9 (i.e. 23.7%) remained neutral on the statement and 7 (i.e. 15.8%) disagreed with the statement.

**Q.17 I get extra activity classes for practicing English (like debate, essay writing).**

**Table 4.56 Descriptive Statistics of Learners' Responses on Q.17**

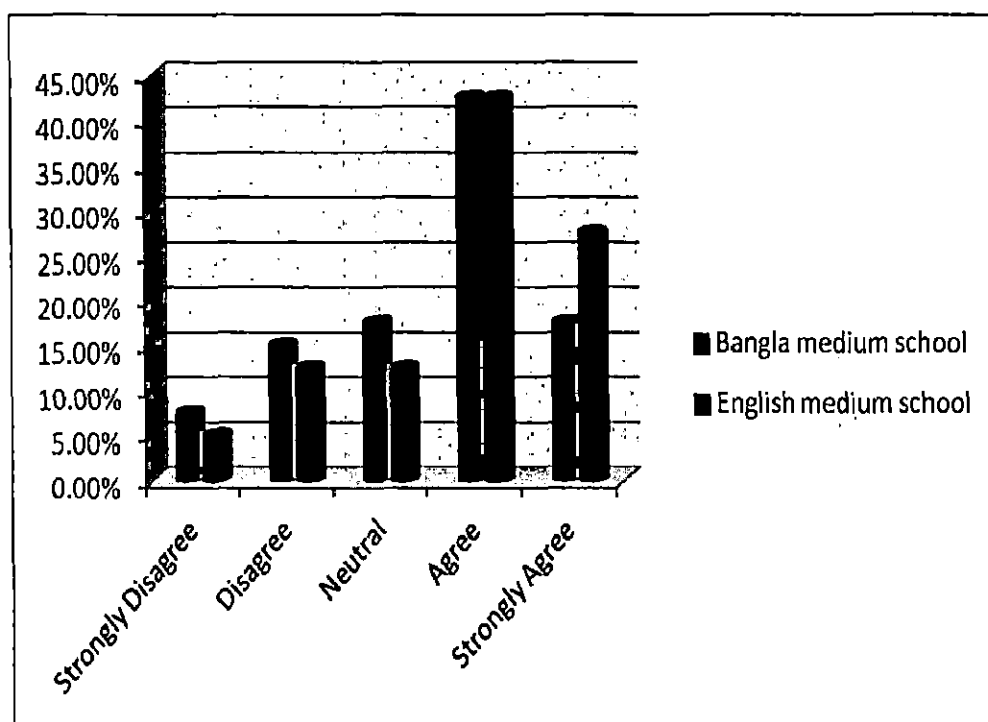
Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.4750	1.17642
English Medium School	40	3.7500	1.14914
Total	80	3.6125	1.16373

**Table 4.57 Distribution of Learners' Responses on Q.17**

School * Q17 Cross tabulation								
			Strongly Disagree	Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	3	6	7	17	7	40
		% within School	7.5%	15.0%	17.5%	42.5%	17.5%	100.0%
	English Medium School	Count	2	5	5	17	11	40
		% within School	5.0%	12.5%	12.5%	42.5%	27.5%	100.0%
Total		Count	5	11	12	34	18	80
		% within School	6.2%	13.8%	15.0%	42.5%	22.5%	100.0%



**Graph 4.17: Comparison between Learners' Responses on Q.17**



As shown in Tables 4.56 and 4.57, the mean score of the Bangla medium students' responses is (3.48) and the standard deviation is (1.18). This shows that the Bangla medium students' responses are clustered around 'agree to neutral.' To clarify it, 24 of Bangla medium students (i.e. 60%) agreed with the statement, 7 students (i.e. 17.5%) remained neutral on the statement and 9 students (i.e. 22.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.75) and the standard deviation is (1.15), showing that their responses are clustered around 'disagree' option. To be specific, 28(i.e. 70%) of these respondents agreed with the statement, 5 (i.e. 12.5%) remained neutral on the statement and 7(i.e. 17.5%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.61) and the standard deviation is (1.16), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 52 respondents who represent 65% said that they agreed with the statement, 16 respondents who represent 20% said that they disagreed with the statement and 12 respondents who represent 15% remained neutral on the statement.

**Table 4.58: Result of ANOVA Test of Learners' Responses on Q.17**

Report					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.512	1	1.512	1.119	.294
Within Groups	105.475	78	1.352		
Total	106.988	79			

As shown in Tables 4.58, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than 0.05 ( i.e. .294).

**Q.18 My teachers prefer to speak in English.**

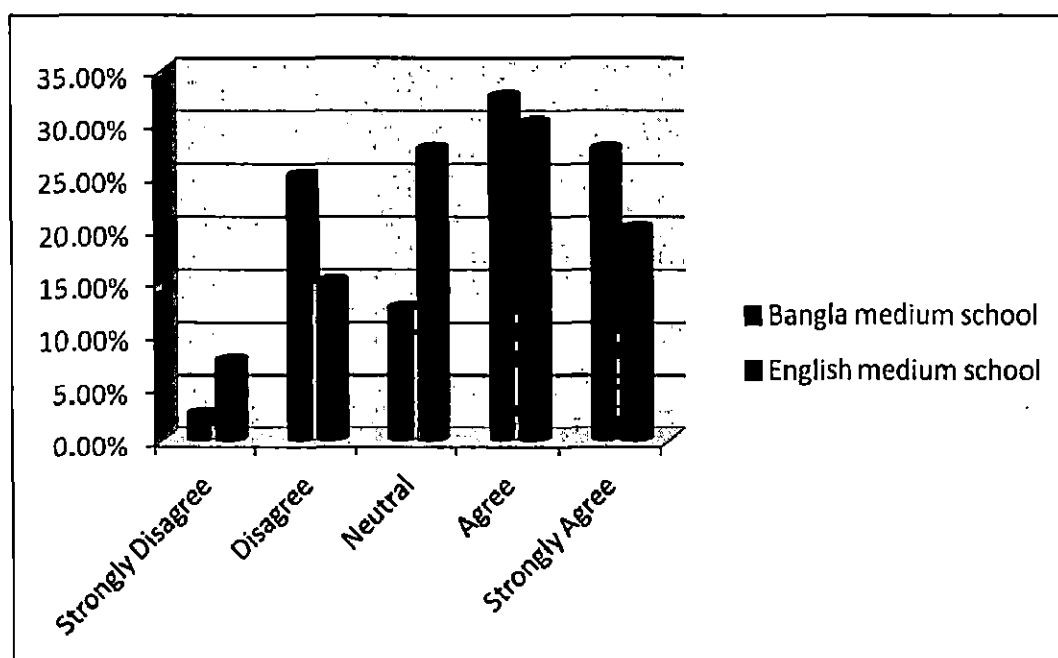
**Table 4.59: Descriptive Statistics of Learners' Responses on Q.18**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.5750	1.21713
English Medium School	40	3.4000	1.19400
Total	80	3.4875	1.20120

**Table 4.60: Distribution of Learners' Responses on Q.18**

School * Q18 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	10	5	13	11	40
		% within School	2.5%	25.0%	12.5%	32.5%	27.5%	100.0%
	English Medium School	Count	3	6	11	12	8	40
		% within School	7.5%	15.0%	27.5%	30.0%	20.0%	100.0%
Total		Count	4	16	16	25	19	80
			5.0%	20.0%	20.0%	31.2%	23.8%	100.0%

**Graph 4.18: Comparison between Learners' Responses on Q.18**



As shown in Tables 4.59 and 4.60, the mean score of the Bangla medium students' responses is (3.57) and the standard deviation is (1.22). This shows that the Bangla medium students' responses are clustered around 'neutral to agree'. To clarify it, 24 of Bangla Medium Schools students (i.e. 60%) agreed with the statement, 5 students (i.e. 12.5%) remained neutral on the statement and 11 students (i.e. 27.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.40) and the standard deviation is (1.19), showing that their responses are clustered around 'agree to neutral' option. To be specific, 20(i.e. 50%) of these respondents agreed with the statement, 11(i.e. 27.5%) remained neutral on the statement and 9 (i.e. 22.5%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.48) and the standard deviation is (1.20), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 44 respondents who represent 55% said that they agreed the statement, 20 respondents who represent 25 % said that they disagreed with the statement and 16 respondents who represent 20% remained neutral on the statement.

**Table 4.61: Result of ANOVA Test of Learners' Responses on Q.18**

Report					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.613	1	.613	.421	.518
Within Groups	113.375	78	1.454		
Total	113.988	79			

As shown in Tables 4.61, the results of ANOVA test indicated that there was no significant difference between the responses of Bangla medium students and English medium schools because the sig. value is more than 0.05 (i.e. .518).

**Q.19 My teacher communicate with me in English.**

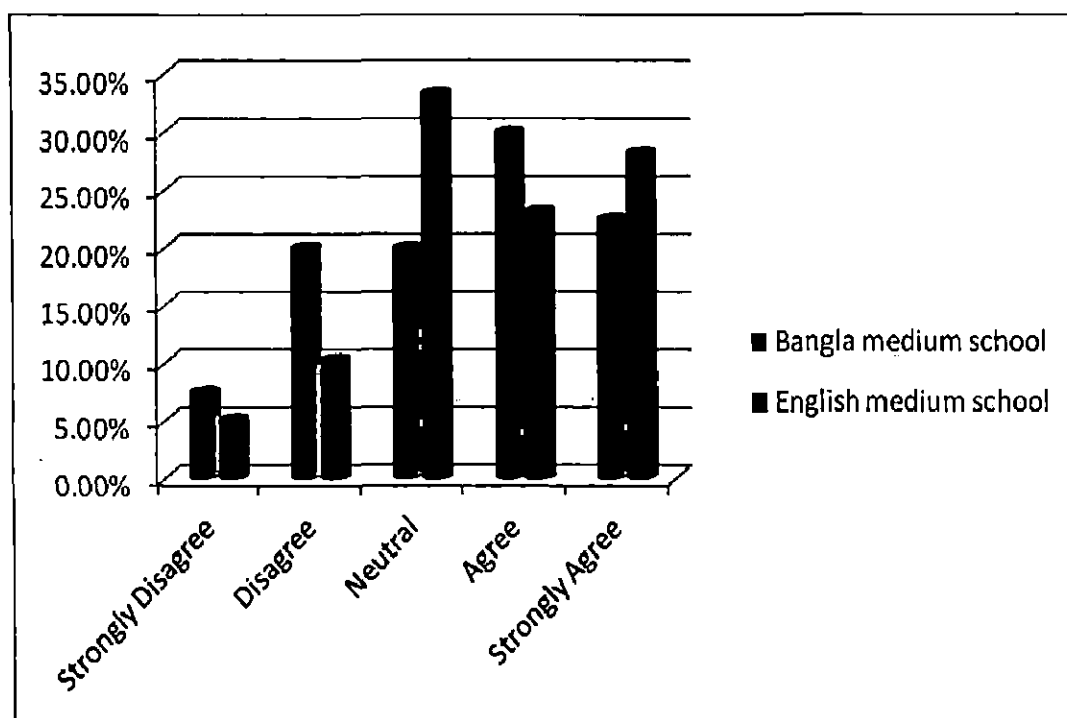
**Table 4.62: Descriptive Statistics of Learners' Responses on Q.19**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	40	3.4000	1.25678
English Medium School	39	3.5897	1.16343
Total	79	3.4937	1.20760

**Table 4.63: Distribution of Learners' Responses on Q.19**

School * Q19 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	3	8	8	12	9	40
		% within School	7.5%	20.0%	20.0%	30.0%	22.5%	100.0%
	English Medium School	Count	2	4	13	9	11	39
		% within School	5.1%	10.3%	33.3%	23.1%	28.2%	100.0%
Total		Count	5	12	21	21	20	79
		% within School	6.3%	15.2%	26.6%	26.6%	25.3%	100.0%

**Graph 4.19: Comparison between Learners' Responses on Q.19**



As shown in Tables 4.62 and 4.63, the mean score of the Bangla medium students' responses is (3.40) and the standard deviation is (1.26). This shows that the Bangla medium students' responses are clustered around 'neutral'. To clarify it, 21 of Bangla medium students (i.e. 52.5%) agreed with the statement, 8 students (i.e. 20%) remained neutral on the statement and 11 students (i.e. 27.5%) disagreed with the statement.

The mean score of the English medium students' responses is (3.59) and the standard deviation is (1.16), showing that their responses are clustered around 'neutral' option. To be specific, 20 (i.e. 51.3%) of these respondents agreed with the statement, 13 (i.e. 33.3%) remained neutral on the statement and 6 (15.4%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.49) and the standard deviation is (1.20), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, 41 respondents who represent 51.9% said that they agreed the preceding statement, 17 respondents who represent 21.5% said that they disagreed with the statement and 21 respondents who represent 26.6% remained neutral on the statement.

**Table 4.64: Result of ANOVA Test of Learners' Responses on Q.19**

Report					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	711	1	711	.484	.489
Within Groups	113.036	77	1.468		
Total	113.747	78			

As shown in Table 4.64, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than 0.05 ( i.e. 0.489).

#### 4. B.2 Teachers' Questionnaires from Bangla and English Medium Schools

**Table 4.65: Number and Percentage of Teachers' School Groups**

	Number	Percent
Bangla Medium School	8	40.0
English Medium School	12	60.0
Total	20	100.0

As shown in the Table above, there were 8 schools from Bangla Medium Schools and 12 teachers from English medium schools. They are respectively 40 percent and 60 percent of the total number of schools.

#### Qualifications

**Table 4.66: Number and Percentage of Teachers' Qualifications**

Teachers' Qualification	Number	Percent
Master	17	85.0
Master & B.Ed	1	5.0
Master, B.Ed & M.Ed	2	10.0
Total	20	100.0

As mentioned in Table 4.66 that there were 17 teachers are having Master degrees i.e. 85.0 percent, one (i.e. 5.0 percent) teacher is found with Master & B.Ed. degree and two (10.0 percent) teachers were qualified with Master, B.Ed and M.Ed.

## Years Spent in Teaching

**Table 4.67: Number and Percentage of Teachers' Years of Experience**

Experience	Number	Percent
1-3 Years	2	10.0
4-6 Years	6	30.0
7-9 Years	4	20.0
10-more Years	8	40.0
Total	20	100.0

Table 4.67 shows that two teachers (10 percent) spent 1-3 years in English teaching, six teachers i.e. 30 percent were having 4- 6 years teaching experience, four teachers spent 7-9 years and 8 teachers spent more than 10 years which account to 20% and 40% respectively.

## Classes the Teachers are Teaching

**Table 4.68: Frequency and Percentage of Classes Teachers are teaching**

Class	Frequency	Percent
Class IX	2	10.0
Class IX and X	8	40.0
Class IX, X and others	10	50.0
Total	20	100.0

As displayed in Table 4.68, two teachers were teaching in class IX, 8 teachers were teaching in class IX and X and 10 teachers were teaching in class IX, X and others. They are respectively 10%, 40% and 50%.

**Q.1 I think communicative method is only syllabus-oriented than its actual use.**

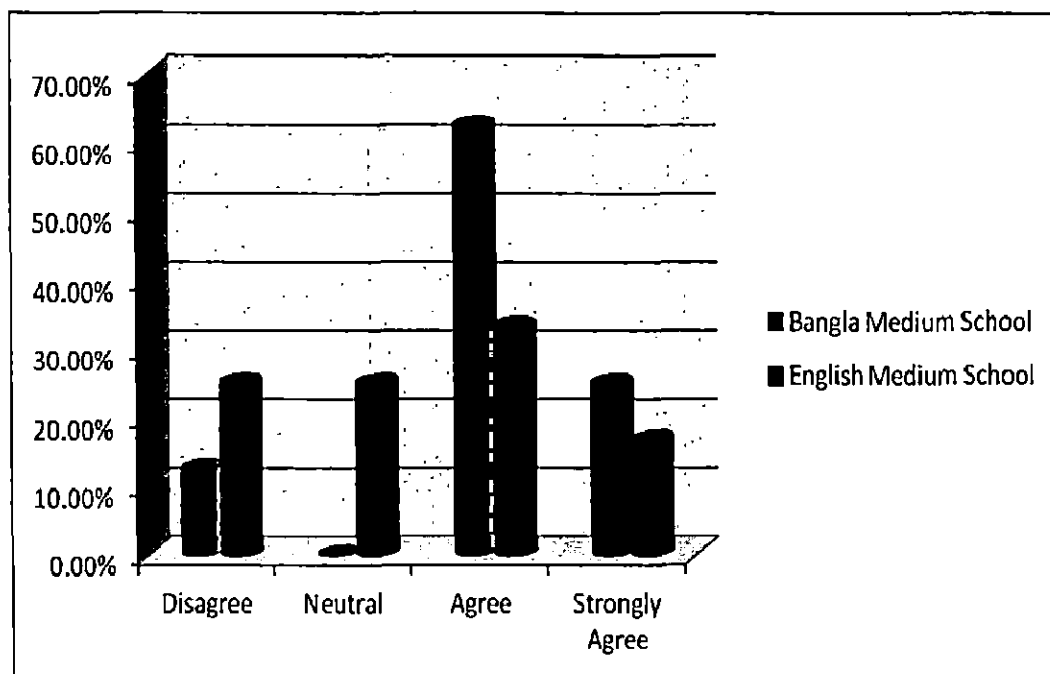
**Table 4.69: Descriptive Statistics of Teachers' Responses on Question 1**

School	N	Mean	Std. Deviation
Bangla Medium School	8	4.0000	.92582
English Medium School	12	3.4167	1.08362
Total	20	3.6500	1.03999

**Table 4.70: Distribution of Teachers' Responses on Question 1**

			Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	0	5	2	8
		% within School	12.5%	0%	62.5%	25.0%	100.0%
	English Medium School	Count	3	3	4	2	12
		% within School	25.0%	25.0%	33.3%	16.7%	100.0%
Total		Count	4	3	9	4	20
		% within School	20.0%	15.0%	45.0%	20.0%	100.0%

**Graph 4.1: Comparison between Teachers' Responses on Question 1.**



As shown in Tables 4.69 and 4.70, the mean score of the Bangla medium teachers' responses is (4.00) and the standard deviation is (0.92). This shows that the Bangla medium teachers' responses are clustered around 'neutral to agree'. To clarify it, seven of Bangla medium teachers (i.e. 87.5%) agreed with the statement, zero teachers (i.e. 0%) remained neutral on the statement and one teacher (i.e. 12.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (3.41) and the standard deviation is (1.08), showing that their responses are clustered around 'disagree to strongly agree' option. To be specific, 6 (50%) of these respondents agreed with the statement, 3 (i.e. 30%) remained neutral on the statement and 3 (i.e. 30%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.65) and the standard deviation is (1.04), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, 13 respondents who represent 65% said that they agree the statement, four respondents who represent 20% said that they disagreed with the statement and three respondents who represent 15% remained neutral on the statement.



**Table 4.71: Results of ANOVA test of Teachers' Responses on Q.1**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.633	1	1.633	1.554	.228
Within Groups	18.917	18	1.051		
Total	20.550	19			

As shown in Tables 4.71, the results of ANOVA test indicated that there was no significant difference between the responses of Bangla medium and English medium teachers because the sig. value is more than 0.05 (i.e. 0.228).

**Q.2 My students feel comfortable with grammar-translation method.**

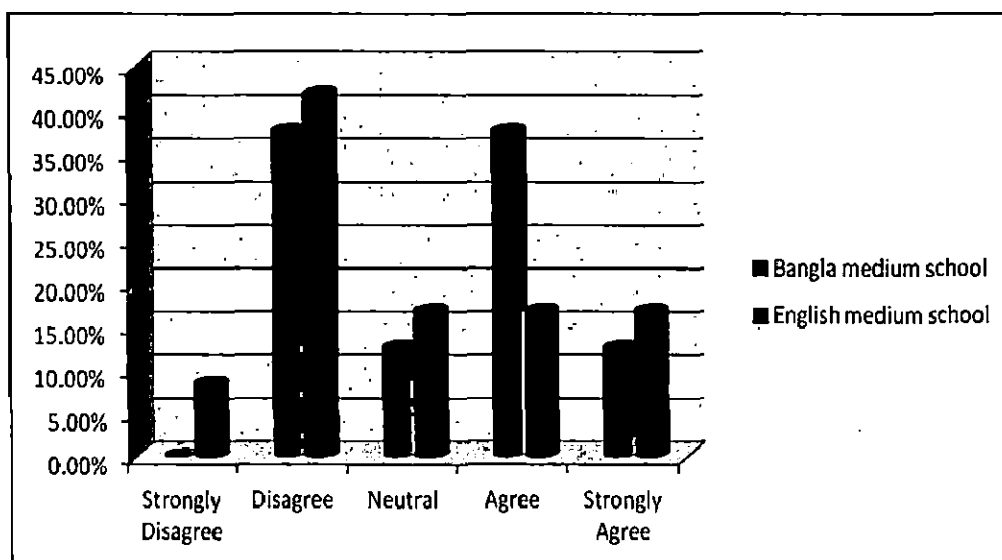
**Table 4.72 Descriptive Statistics of Teachers' Responses on Q.2**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.2500	1.16496
English Medium School	12	2.9167	1.31137
Total	20	3.0500	1.23438

**Table 4.73 Distribution of Teachers' Responses on Q.2**

School * Q2 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	3	1	3	1	8
		% within School	.0%	37.5%	12.5%	37.5%	12.5%	100.0%
	English Medium School	Count	1	5	2	2	2	12
		% within School	8.3%	41.7%	16.7%	16.7%	16.7%	100.0%
Total	Count		1	8	3	5	3	20
	% within School		5.0%	40.0%	15.0%	25.0%	15.0%	100.0%

**Graph 4.2: Comparison between Teachers' Groups' Responses on Q.2.**



As shown in Tables 4.72 and 4.73, the mean score of the Bangla medium teachers' responses is (3.25) and the standard deviation is (1.16). This shows that the Bangla medium teachers' responses are clustered around 'neutral'. To clarify it, four of Bangla medium teachers (i.e. 50%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and three teachers (i.e. 37.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (2.91) and the standard deviation is (1.31), showing that their responses are clustered around 'disagree to neutral' option. To be specific, 4(i.e. 33.4%) of these respondents agreed with the statement, 2(i.e. 16.7%) remained neutral on the statement and 6 (i.e. 50%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.05) and the standard deviation is (1.23), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, 8 respondents who represent 40 % said that they agree that 'they feel comfortable to learn English in grammar-translation method', 9 respondents who represent 45% said that they disagreed with the statement and 3 respondents who represent 15% remained neutral on the statement.

**Table 4.74 Results of ANOVA Test of Teachers' Responses on Q.2**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.533	1	.533	.338	.568
Within Groups	28.417	18	1.579		
Total	28.950	19			

As shown in Tables 4.74, the results of ANOVA test indicated that there was no significant difference between the responses of Bangla medium students and English medium schools because the sig. value is more than .05 ( i.e.0.568).

**Q.3 I think in teaching vocabulary, learners' needs the equivalence of their mother tongue.**

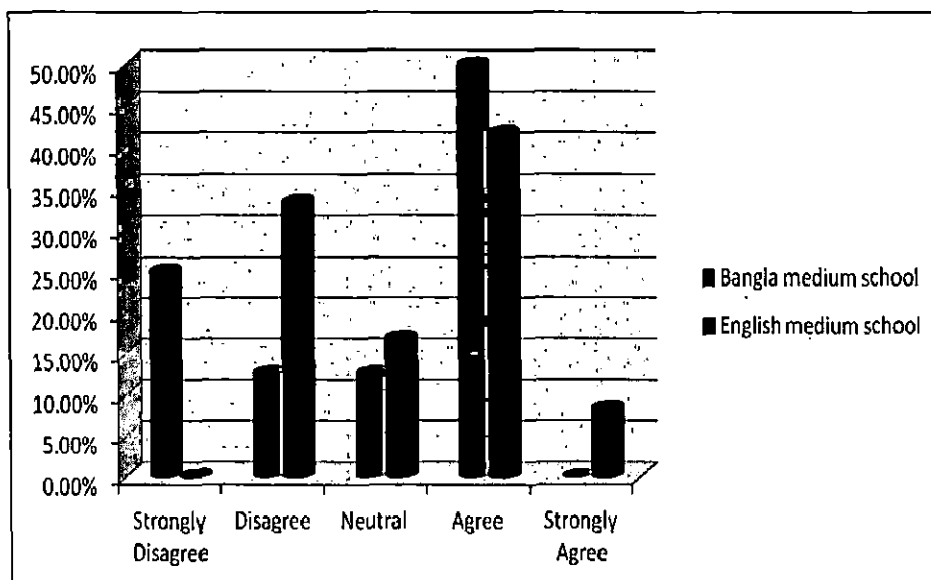
**Table 4.75 Descriptive Statistics of Teachers' Responses on Q.3**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	2.8750	1.35620
English Medium School	12	3.2500	1.05529
Total	20	3.1000	1.16529

**Table 4.76 Distribution of Teachers' Responses on Q.3**

School * Q3 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	2	1	1	4	0	8
		% within School	25.0%	12.5%	12.5%	50.0%	.0%	100.0%
	English Medium School	Count	0	4	2	5	1	12
		% within School	.0%	33.3%	16.7%	41.7%	8.3%	100.0%
Total	Count		2	5	3	9	1	20
	% within School		10.0%	25.0%	15.0%	45.0%	5.0%	100.0%

**Graph 4.3: Comparison between Teachers' Groups' Responses on Q.3.**



As shown in Tables 4.75 and 4.76, the mean score of the Bangla medium teachers' responses is (2.87) and the standard deviation is (1.35). This shows that the Bangla medium teachers' responses are clustered around 'neutral'. To clarify it, four of Bangla medium schools' teachers (i.e. 50%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and three teachers (i.e. 37.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (3.25) and the standard deviation is (1.05), showing that their responses are clustered around 'neutral' option. To be specific, six (i.e. 50%) of these respondents agreed with the statement, 2 (i.e. 16.7%) remained neutral on the statement and 4 (i.e. 33.3%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.10) and the standard deviation is (1.16), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, 10 respondents who represent 50% said that they agree with the preceding statement, seven respondents who represent 35% said that they disagreed with the statement and three respondents who represent 15% remained neutral on the statement.

**Table 4.77 Results of ANOVA Test of Teachers' Responses on Q.3**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.675	1	.675	.484	.496
Within Groups	25.125	18	1.396		
Total	25.800	19			

As shown in Tables 4.79, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than .05 ( i.e. .496).

**Q.4 I give the students sufficient time to speak in English in the classroom.**

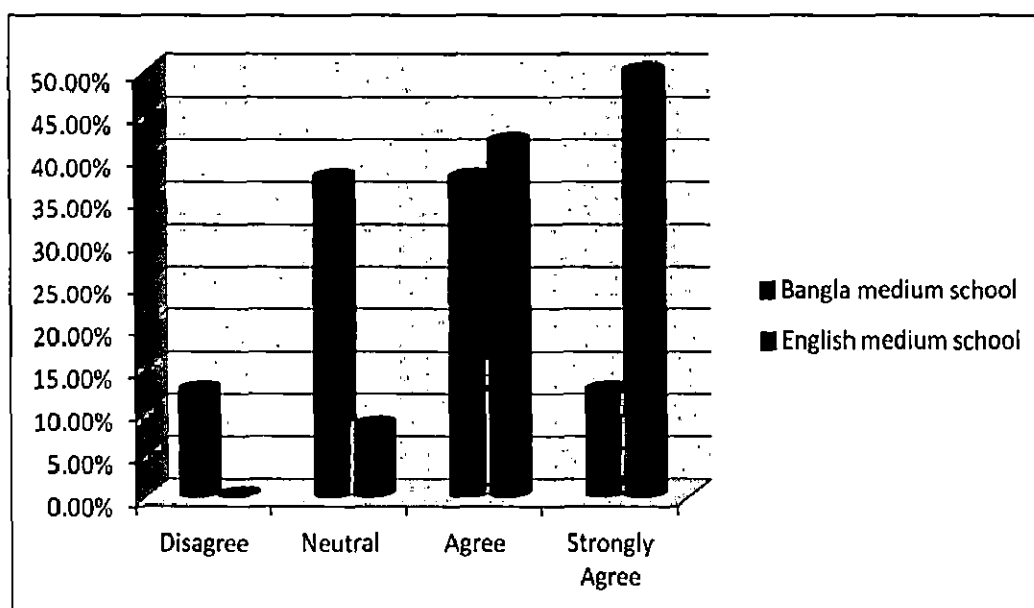
**Table 4.78 Descriptive Statistics of Teachers' Responses on Q.4**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.5000	.92582
English Medium School	12	4.4167	.66856
Total	20	4.0500	.88704

**Table 4.79 Distribution of Teachers' Responses on Q.4**

			Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	3	3	1	8
		% within School	12.5%	37.5%	37.5%	12.5%	100.0%
	English Medium School	Count	0	1	5	6	12
		% within School	0.0%	8.3%	41.7%	50.0%	100.0%
Total		Count	1	4	8	7	20
		% within School	5.0%	20.0%	40.0%	35.0%	100.0%

**Graph 4.4: Comparison between Teachers' Groups' Responses on Q.4.**



As shown in Tables 4.78 and 4.79, the mean score of the Bangla medium teachers' responses is (3.50) and the standard deviation is (1.92). This shows that the Bangla medium teachers' responses are clustered around 'neutral to agree'. To clarify it, four of Bangla medium teachers (i.e. 50%) agreed with the statement, three teachers (i.e. 37.5%) remained neutral on the statement and only one teacher (i.e. 12.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (4.42) and the standard deviation is (0.67), showing that their responses are clustered around 'agree' option. To be specific, 11 (i.e. 91.7%) of these respondents agreed with the statement, 1 (i.e. 8.3%) remained neutral on the statement and no one disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.05) and the standard deviation is (0.89), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 15 respondents who represent 85% said that they agree with the preceding statement, one respondent who represent 5% said that they disagreed with the statement and four respondents who represent 20% remained neutral on the statement.

**Table 4.80 Results of ANOVA Test of Teachers' Responses on Q.4**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.033	1	4.033	6.650	.019
Within Groups	10.917	18	.606		
Total	14.950	19			

As shown in Tables 4.80, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium Schools because the sig. value is more than 0.05 (i.e. 0.19).

**Q.5 My students are capable of receiving and responding the prescribed text.**

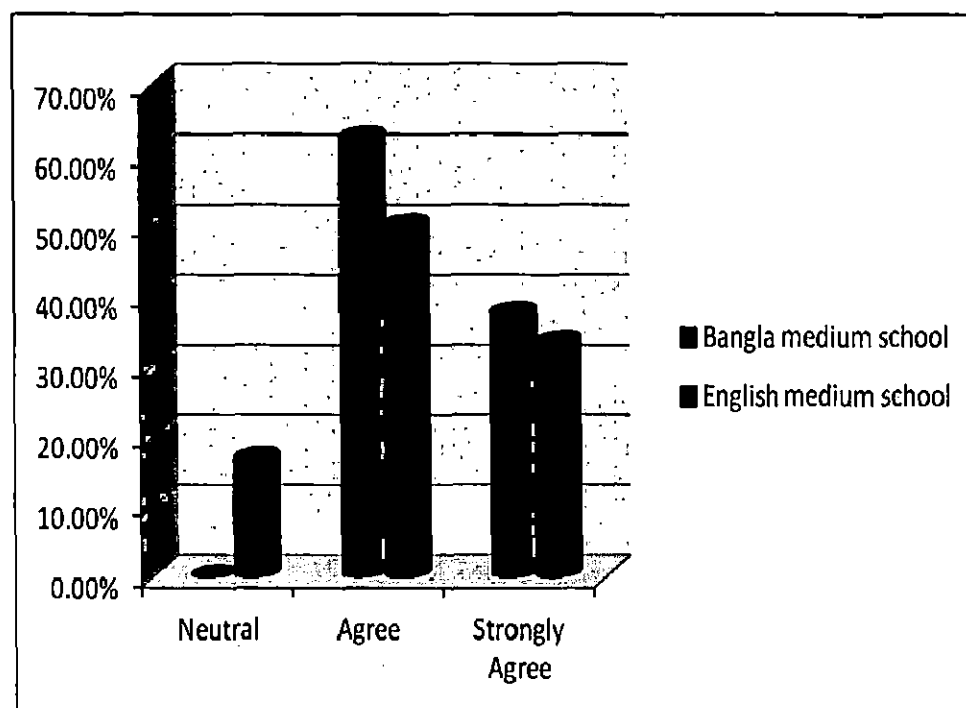
**Table 4.81 Descriptive Statistics of Teachers' Responses on Q.5**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.3750	.51755
English Medium School	12	4.1667	.71774
Total	20	4.2500	.63867

**Table 4.82 Distribution of Teachers' Responses on Q.5**

School * Q5 Cross tabulation						
			Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	5	3	8
		% within School	.0%	62.5%	37.5%	100.0%
	English Medium School	Count	2	6	4	12
		% within School	16.7%	50.0%	33.3%	100.0%
Total		Count	2	11	7	20
		% within School	10.0%	55.0%	35.0%	100.0%

**Graph 4.5: Comparison between Teachers' Groups' Responses on Q.5**



As shown in Tables 4.81 and 4.82, the mean score of the Bangla medium teachers' responses is (4.37) and the standard deviation is (0.52). This shows that the Bangla medium teachers' responses are clustered around 'agree'. To clarify it, 8 of Bangla medium teachers (i.e. 100%) agreed with the statement, no teacher remained neutral and disagreed with the statement.

The mean score of the English medium teachers' responses is (4.72) and the standard deviation is (0.72), showing that their responses are clustered around 'neutral to agree' option. To be specific, 10(i.e. 83.3%) of these respondents agreed with the statement, 2(i.e. 16.7%) remained neutral on the statement and anyone has found disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.25) and the standard deviation is (0.64), showing that the responses of all the respondents are clustered around 'agree' option. To be specific, 18 respondents who represent 90% said that they agree with the statement, 2 respondents who represent 10% remain neutral on the statement.

**Table 4.83 Results of ANOVA Test of Teachers' Responses on Q.5**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.208	1	.208	.497	.490
Within Groups	7.542	18	.419		
Total	7.750	19			

As shown in Tables 4.83, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than 0.05 ( i.e. 0.490).

**Q.6 My students show interest in learning English in communicative method than Grammar-translation method.**

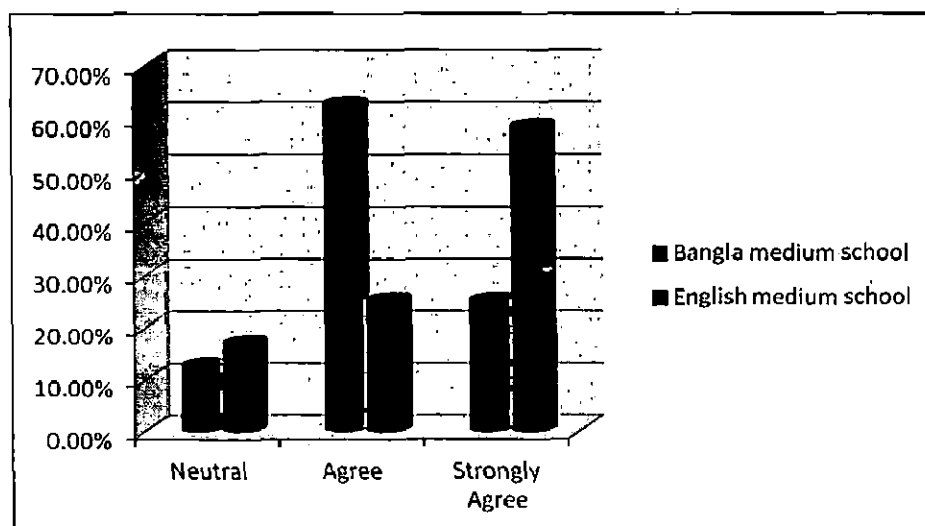
**Table 4.84 Descriptive Statistics of Teachers' Responses on Q.6**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.1250	.64087
English Medium School	12	4.4167	.79296
Total	20	4.3000	.73270

**Table 4.85 Distribution of Teachers' Responses on Q.6**

			Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	5	2	8
		% within School	12.5%	62.5%	25.0%	100.0%
	English Medium School	Count	2	3	7	12
		% within School	16.7%	25.0%	58.3%	100.0%
Total	Count		3	8	9	20
	% within School		15.0%	40.0%	45.0%	100.0%

**Graph 4.6: Comparison between Teachers' Groups' Responses on Q.6.**





As shown in Tables 4.84 and 4.85, the mean score of the Bangla medium teachers' responses is (4.12) and the standard deviation is (0.64). This shows that the Bangla medium teachers' responses are clustered around 'neutral to agree'. To clarify it, seven of Bangla Medium Schools teachers (i.e. 87.5%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and no teacher to be disagreed with the statement.

The mean score of the English medium teachers' responses is (5.20) and the standard deviation is (3.62), showing that their responses are clustered around 'neutral to agree' option. To be specific, 10(i.e. 83.3%) of these respondents agreed with the statement, 3(16.7%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.30) and the standard deviation is (0.73), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 17 respondents who represent 85% said that they agree the statement, no respondent who represent 0% said that they disagreed with the statement and 3 respondents who represent 15% remained neutral on the statement.

**Table 4.86 Results of ANOVA Test of Teachers' Responses on Q.6**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.408	1	.408	.751	.398
Within Groups	9.792	18	.544		
Total	10.200	19			

As shown in Tables 4.86, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English medium schools because the sig. value is more than 0.05 ( i.e.0.398).

**Q.7 I think the Bangla medium students are more creative than English medium students in the classroom.**

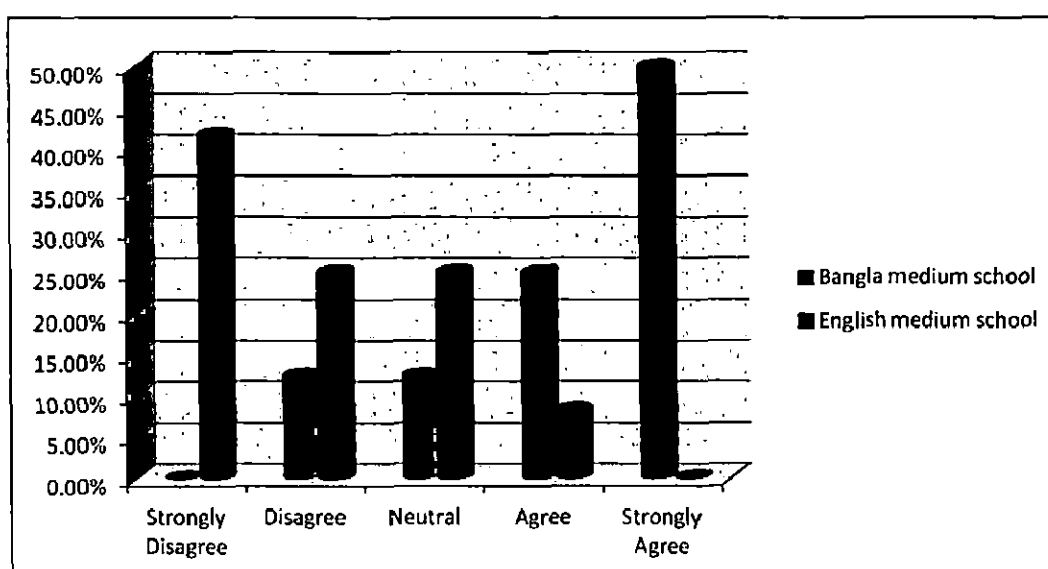
**Table 4.87 Descriptive Statistics of Teachers' Responses on Q.7**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.1250	1.12599
English Medium School	12	2.0000	1.04447
Total	20	2.8500	1.49649

**Table 4.88 Distribution of Teachers' Responses on Q.7**

School * Q7 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	1	1	2	4	8
		% within School	.0%	12.5%	12.5%	25.0%	50.0%	100.0%
	English Medium School	Count	5	3	3	1	0	12
		% within School	41.7%	25.0%	25.0%	8.3%	.0%	100.0%
Total	Count		5	4	4	3	4	20
	% within School		25.0%	20.0%	20.0%	15.0%	20.0%	100.0%

**Graph 4.7: Comparison between Teachers' Groups' Responses on Q.7**



As shown in Tables 4.87 and 4.88, the mean score of the Bangla medium teachers' responses is (4.12) and the standard deviation is (1.12). This shows that the Bangla medium teachers' responses are clustered around 'neutral to strongly agree'. To clarify it, 6 of Bangla medium teachers (i.e. 75%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and one teacher (i.e. 12.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (2.00) and the standard deviation is (1.04), showing that their responses are clustered around 'disagree to neutral' option. To be specific, 1(i.e. 8.3%) of these respondents agreed with the statement, 3(i.e. 25.0%) Remained neutral on the statement and eight (i.e. 66.7) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (2.85) and the standard deviation is (1.50), showing that the responses of all the respondents are clustered around 'disagree to neutral' option. To be specific, 7 respondents who represent 35% said that they agree with the preceding statement, 9 respondents who represent 45% said that they disagreed with the statement and 4 respondents who represent 20% remained neutral on the statement.

**Table 4.89 Results of ANOVA Test of Teachers' Responses on Q.7**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.675	1	21.675	18.690	.000
Within Groups	20.875	18	1.160		
Total	42.550	19			

As shown in Tables 4.89, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than .05 (i.e. .000).

**Table 4.90 Mean Ranks of Teachers' Responses of Two Schools on Q.7**

Ranks			
	School	N	Mean Rank
	Bangla Medium School	8	15.38
	English Medium School	12	7.25
	Total	20	

As shown in Table 4.90, the results of ANOVA test indicated that there was a significant difference between the responses of the Bangla medium and the English medium students because the sig. value is less than 0.05 (i.e. .000). Table (4.93) shows that the Bangla medium students are higher than the English Medium School students in the agreement about the statement are because the mean ranks are (15.38) and (7.25) respectively.

**Q.8 I think mostly Bangla medium students do find strong motivation of learning English.**

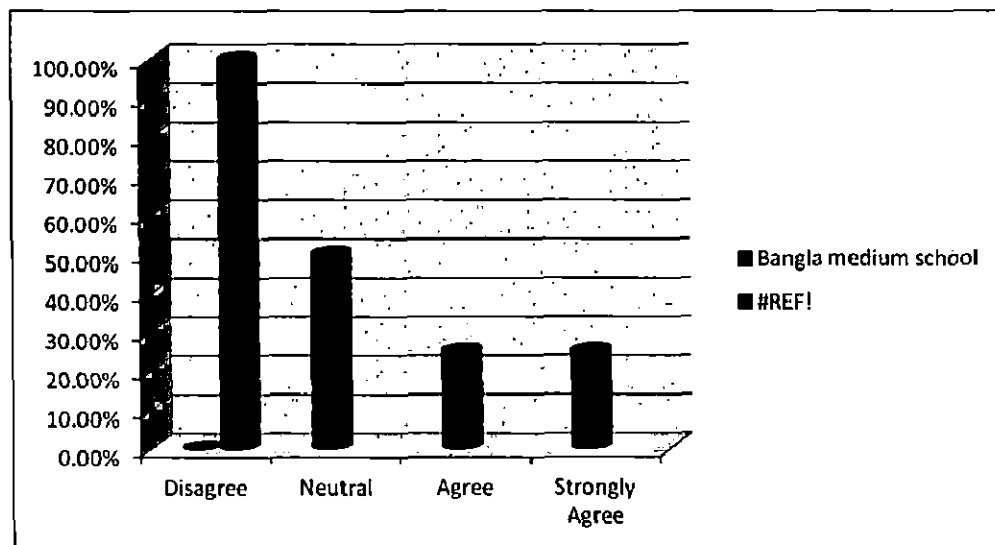
**Table 4.91 Descriptive Statistics of Teachers' Responses on Q.8**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.7500	.88641
English Medium School	12	3.4167	1.16450
Total	20	3.5500	1.05006

**Table 4.92 Distribution of Teachers' Responses on Q.8**

School * Q8 Cross tabulation							
			Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	4	2	2	8
		% within School	.0%	50.0%	25.0%	25.0%	100.0 %
	English Medium School	Count	4	1	5	2	12
		% within School	33.3%	8.3%	41.7%	16.7%	100.0 %
Total		Count	4	5	7	4	20
		% within School	20.0%	25.0%	35.0%	20.0%	100.0 %

**Graph 4.8: Comparison between Teachers' Groups' Responses on Q.8**



As shown in Tables 4.91 and 4.92, the mean score of the Bangla medium teachers' responses is (3.75) and the standard deviation is (0.87). This shows that the Bangla medium teachers' responses are clustered around 'neutral to agree'. To clarify it, four of Bangla medium teachers (i.e. 50%) agreed with the statement, four teachers (i.e. 50%) remained neutral on the statement and any teacher (i.e. 00%) disagreed with the statement.

The mean score of the English medium teachers' responses is (3.42) and the standard deviation is (1.16), showing that their responses are clustered around 'neutral' option. To be specific, 7 (i.e. 58.4%) of these respondents agreed with the statement, 1 (i.e. 8.3%) remained neutral on the statement and (33.3%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla

medium schools is (3.55) and the standard deviation is (1.05), showing that the responses of all the respondents are clustered around 'disagree to agree' option. To be specific, 11 respondents who represent 55% said that they agree with the statement, 4 respondents who represent 20% said that they disagreed with the statement and 5 respondents who represent 25% remained neutral on the statement.

**Table 4.93: Results of ANOVA Test of Teachers' Responses on Q.8**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.533	1	.533	.470	.502
Within Groups	20.417	18	1.134		
Total	20.950	19			

As shown in Tables 4.93, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than 0.05 ( i.e. 0.502).

**Q.9 I think English medium students have more linguistic competence than Bangla medium students do.**

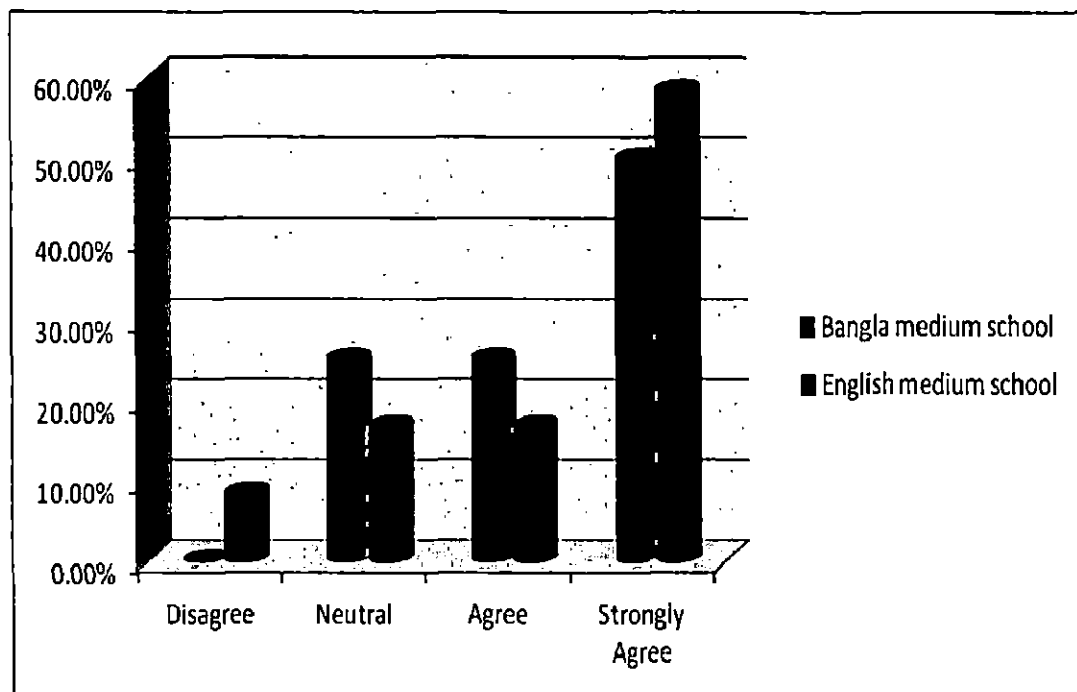
**Table 4.94 Descriptive Statistics of Teachers' Responses on Q.9**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.2500	.88641
English Medium School	12	4.2500	1.05529
Total	20	4.2500	.96655

**Table 4.95: Distribution of Teachers' Responses on Q.9**

School * Cross tabulation							
			Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	2	2	4	8
		% within School	.0%	25.0%	25.0%	50.0%	100.0%
	English Medium School	Count	1	2	2	7	12
		% within School	8.3%	16.7%	16.7%	58.3%	100.0%
Total		Count	1	4	4	11	20
		% within School	5.0%	20.0%	20.0%	55.0%	100.0%

**Graph 4.9: Comparison between Teachers' Groups' Responses on Q.9**



As shown in Tables 4.94 and 4.95, the mean score of the Bangla medium teachers' responses is (4.25) and the standard deviation is (0.89). This shows that the Bangla medium teachers' responses are clustered around 'agree to neutral'. To clarify it, six of Bangla medium teachers (i.e. 75%) agreed with the statement, two teachers (i.e. 25%) remained neutral on the statement.

The mean score of the English medium teachers' responses is (4.25) and the standard deviation is (1.05), showing that their responses are clustered around 'neutral to agree' option. To be specific, nine (i.e. 75%) of these respondents agreed with the statement, 2 (i.e. 16.7%) remained neutral on the statement and 1 (i.e. 5.0%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.25) and the standard deviation is (0.97), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 15 respondents who represent 75% said that they agree with the statement, four respondents who represent 20% said that they disagreed with the statement and one respondent who represent 5.0% remained neutral on the statement.

**Table 4.96: Results of ANOVA Test of Teachers' Responses on Q.9**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	1.000
Within Groups	17.750	18	.986		
Total	17.750	19			

As shown in tables 4.96, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than 0.05 ( i.e. 1.000).

**Q.10 I encourage the students to translate from English to Bangla.**

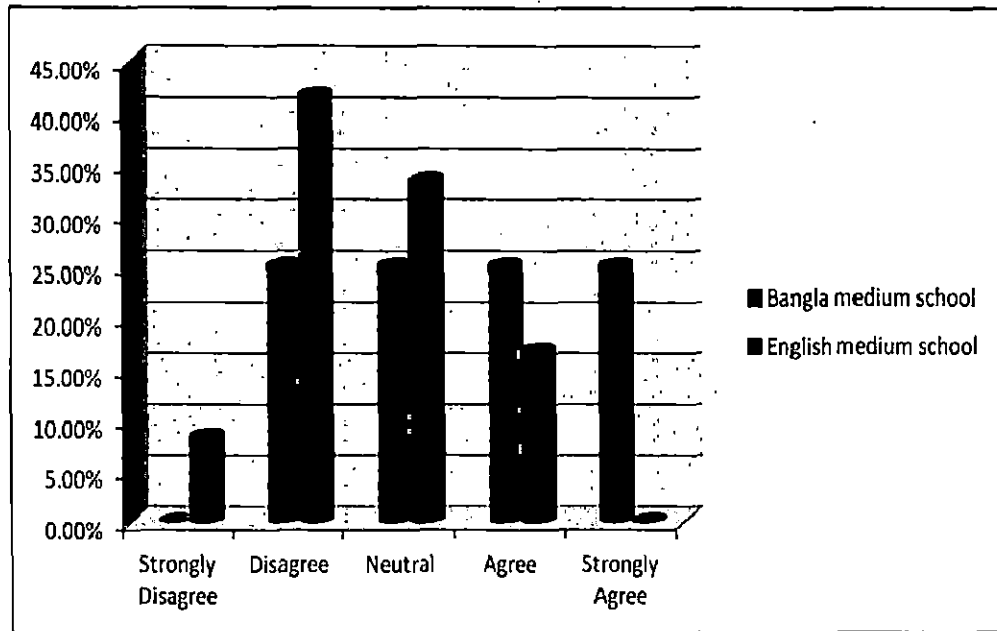
**Table 4.97: Descriptive Statistics of Teachers' Responses on Q.10**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.5000	1.19523
English Medium School	12	2.5833	.90034
Total	20	2.9500	1.09904

**Table 4.98: Distribution of Teachers' Responses on Q.10**

School *: Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	2	2	2	2	8
		% within School	.0%	25.0%	25.0%	25.0%	25.0%	100.0%
	English Medium School	Count	1	5	4	2	0	12
		% within School	8.3%	41.7%	33.3%	16.7%	.0%	100.0%
Total		Count	1	7	6	4	2	20
		% within School	5.0%	35.0%	30.0%	20.0%	10.0%	100.0%

**Graph 4.10: Comparison between Teachers' Groups' Responses on Q.10**



As shown in Tables 4.97 and 4.98, the mean score of the Bangla medium teachers' responses is (3.50) and the standard deviation is (1.19). This shows that the Bangla medium teachers' responses are clustered around 'agree to neutral.' To clarify it, four of Bangla medium teachers (i.e. 50%) agreed with the statement, two teachers (i.e. 25%) remained neutral on the statement and two teachers (i.e. 25%) disagreed with the statement.

The mean score of the English medium teachers' responses is (2.58) and the standard deviation is (0.90), showing that their responses are clustered around 'neutral to disagree' option. To be specific, two (16.7%) of these respondents agreed with the statement, 4(i.e. 33.3%) remained neutral on the statement and six (50%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (2.95) and the standard deviation is (1.10), showing that the responses of all the respondents are clustered around 'neutral' option. To be specific, six respondents who represent 30% said that they agree the statement, eight respondents who represent 40% said that they disagreed with the statement and six respondents who represent 30% remained neutral on the statement.



**Table 4.99: Results of ANOVA Test of Teachers' Responses on Q.10**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.033	1	4.033	3.838	.066
Within Groups	18.917	18	1.051		
Total	22.950	19			

As shown in Tables 4.99, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than 0.05 ( i.e. 0.066).

**Q.11 I encourage the students to use a monolingual dictionary (English to English dictionary)**

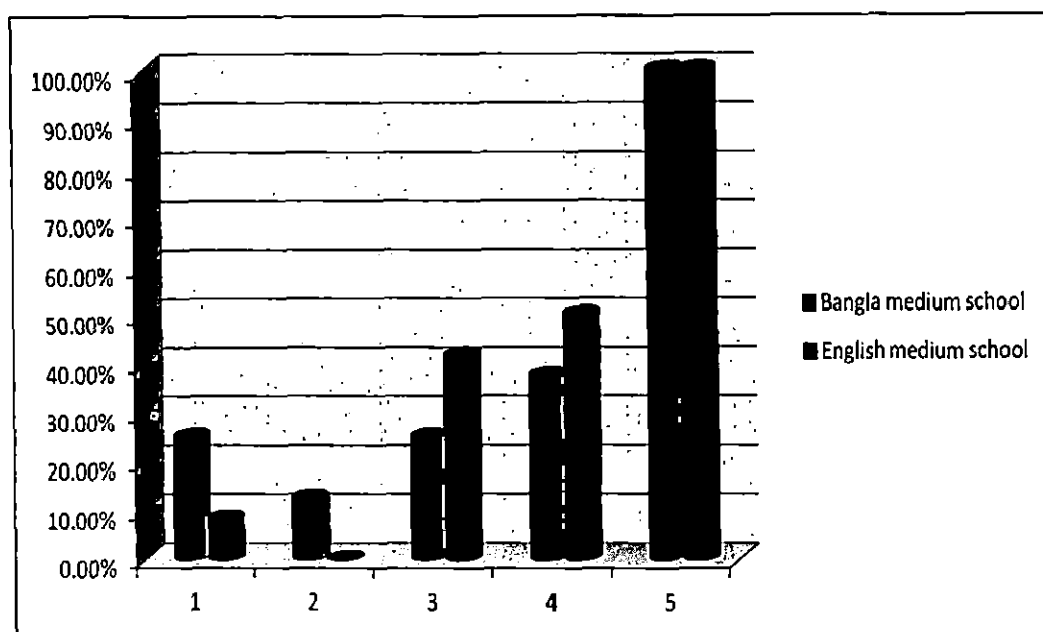
**Table 4.100: Descriptive Statistics of Teachers' Responses on Q.11**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.7500	1.28174
English Medium School	12	4.3333	.88763
Total	20	4.1000	1.07115

**Table 4.101: Distribution of Teachers' Responses on Q.11**

			Disagree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	2	1	2	3	8
		% within School	25.0%	12.5%	25.0%	37.5%	100.0%
	English Medium School	Count	1	0	5	6	12
		% within School	8.3%	.0%	41.7%	50.0%	100.0%
Total	Count		3	1	7	9	20
	% within School		15.0%	5.0%	35.0%	45.0%	100.0%

**Graph 4.11: Comparison between Teachers' Groups' Responses on Q.11**



As shown in Tables 4.100 and 4.101, the mean score of the Bangla medium teachers' responses is (3.75) and the standard deviation is (1.28). This shows that the Bangla medium teachers' responses are clustered around 'neutral to agree.' To clarify it, five of Bangla medium teachers (i.e. 80%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and two teachers (i.e. 25%) disagreed with the statement.

The mean score of the English medium teachers' responses is (4.33) and the standard deviation is (0.89), showing that their responses are clustered around 'neutral to strongly disagree' option. To be specific, 11(i.e. 91.7%) of these respondents agreed with the statement, no one remained neutral on the statement and one (8.3%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.10) and the standard deviation is (1.07), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 16 respondents who represent 80% said that they agreed with statement and three respondents who represent 15% said that they disagreed with the statement and one respondent who represent 12.5% remained neutral on the statement.

**Table 4.102: Results of ANOVA Test of Teachers' Responses on Q.11**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.633	1	1.633	1.458	.243
Within Groups	20.167	18	1.120		
Total	21.800	19			

As shown in Tables 4.102, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla and the English medium schools because the sig. value is more than .05 ( i.e.0 .243).

**Q.12 I encourage the students to communicate in English in the classroom.**

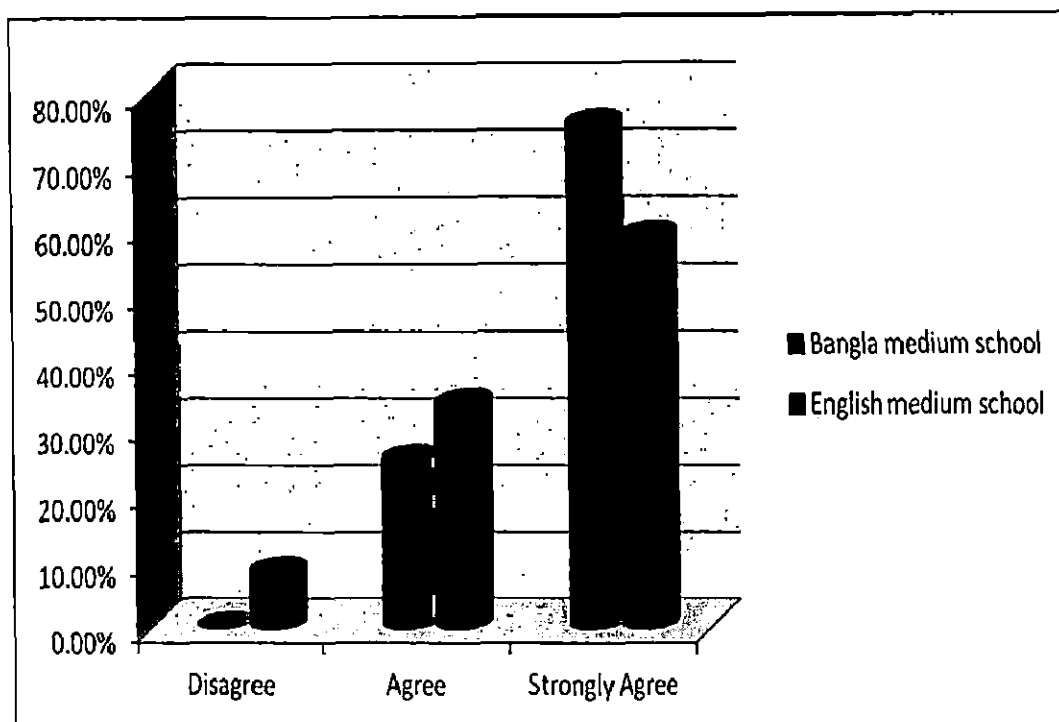
**Table 4.103: Descriptive Statistics of Teachers' Responses on Q.12**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.7500	.46291
English Medium School	12	4.4167	.90034
Total	20	4.5500	.75915

**Table 4.104: Distribution of Teachers' Responses on Q.12**

School * Q12 Cross tabulation						
			Dis-agree	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	2	6	8
		% within School	.0%	25.0%	75.0%	100.0%
	English Medium School	Count	1	4	7	12
		% within School	8.3%	33.3%	58.3%	100.0%
Total	Count		1	6	13	20
	% within School		5.0%	30.0%	65.0%	100.0%

**Graph 4.12: Comparison between Teachers' Groups' Responses on Q.12**



As shown in Tables 4.103 and 4.104, the mean score of the Bangla medium teachers' responses is (4.75) and the standard deviation is (.46). This shows that the Bangla medium teachers' responses are clustered around 'agree'. To clarify it, eight of Bangla medium teachers (i.e. 100%) agreed with the statement, no teacher (i.e. 00%) remained neutral and disagreed with the statement.

The mean score of the English medium teachers' responses is (4.41) and the standard deviation is (0.90), showing that their responses are clustered around 'agree' option. To be specific, 11(i.e. 91.6%) of these respondents agreed with the statement, 1(i.e. 8.3%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.55) and the standard deviation is (0.76), showing that the responses of all the respondents are clustered around 'agree' option. To be specific, 19 respondents who represent 95% said that they agree with the statement "I encourage the students to communicate in English in the classroom", no respondents who represent 0% said that they disagreed with the statement and 1 respondent who represents 5.0% remained neutral on the statement.

**Table 4.105: Results of ANOVA Test of Teachers' Responses on Q.12**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.533	1	.533	.922	.350
Within Groups	10.417	18	.579		
Total	10.950	19			

As shown in Tables 4.105, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than .05 (i.e.0 .350).

**Q.13 I think students of English medium are capable in the use of Communicative method than Bangla medium.**

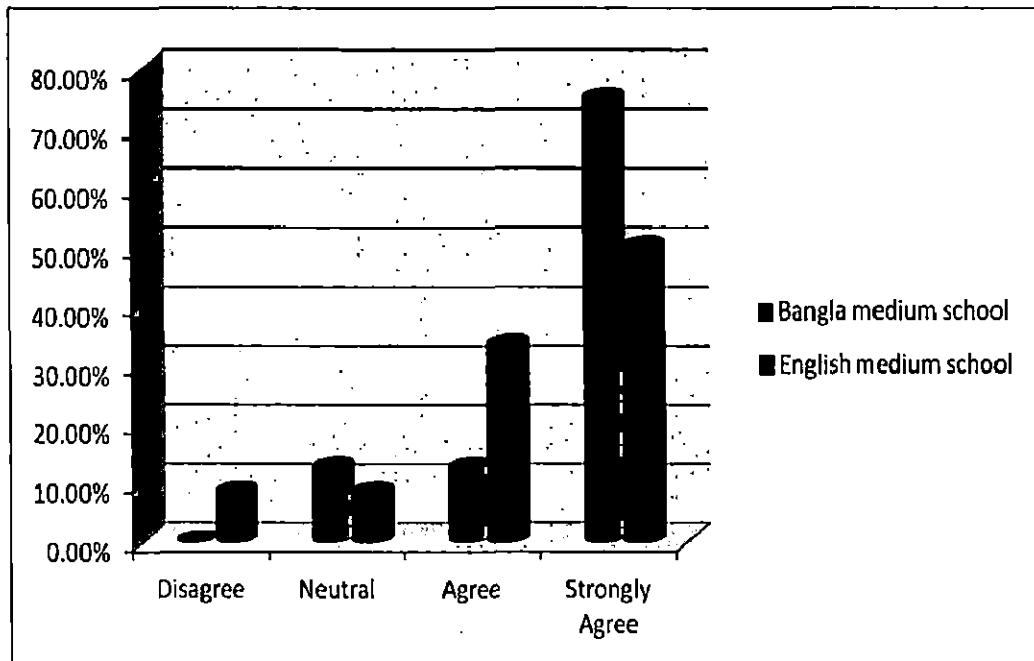
**Table 4.106: Descriptive Statistics of Teachers' Responses on Q.13**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.6250	.74402
English Medium School	12	4.2500	.96531
Total	20	4.4000	.88258

**Table 4.107: Distribution of Teachers' Responses on Q.13**

School * Q13 Cross tabulation							
			Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	1	1	6	8
		% within School	.0%	12.5%	12.5%	75.0%	100.0%
	English Medium School	Count	1	1	4	6	12
		% within School	8.3%	8.3%	33.3%	50.0%	100.0%
Total		Count	1	2	5	12	20
		% within School	5.0%	10.0%	25.0%	60.0%	100.0%

**Graph 4.13: Comparison between Teachers' Groups' Responses on Q.13**



As shown in Tables 4.106 and 4.107, the mean score of the Bangla medium teachers' responses is (4.62) and the standard deviation is (0.74). This shows that the Bangla medium teachers' responses are clustered around 'agree'. To clarify it, seven of Bangla medium teachers (i.e. 87.5%) agreed with the statement and one teacher (i.e. 12.5%) remained neutral on the statement.

The mean score of the English medium teachers' responses is (4.25) and the standard deviation is (0.96), showing that their responses are clustered around 'neutral to strongly agree' option. To be specific, 10 (i.e. 83.3%) of these respondents agreed with the statement, 1 (i.e. 8.3%) Remained neutral on the statement and 1 (i.e. 8.3%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.40) and the standard deviation is (0.88), showing that the responses of all the respondents are clustered around 'neutral to strongly agree' option. To be specific, 17 respondents who represent 85% said that they agree the statement, 2 respondents who represent 10% said that they disagreed with the statement and 1 respondent who represent 5% remained neutral on the statement.

**Table 4.108 Results of ANOVA Test of Teachers' Responses on Q.13**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.675	1	.675	.860	.366
Within Groups	14.125	18	.785		
Total	14.800	19			

As shown in Tables 4.108, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than .05 (i.e. .366).

**Q.14 I think students of English medium are more capable in the uses of four basic skills than the students of Bangla medium.**

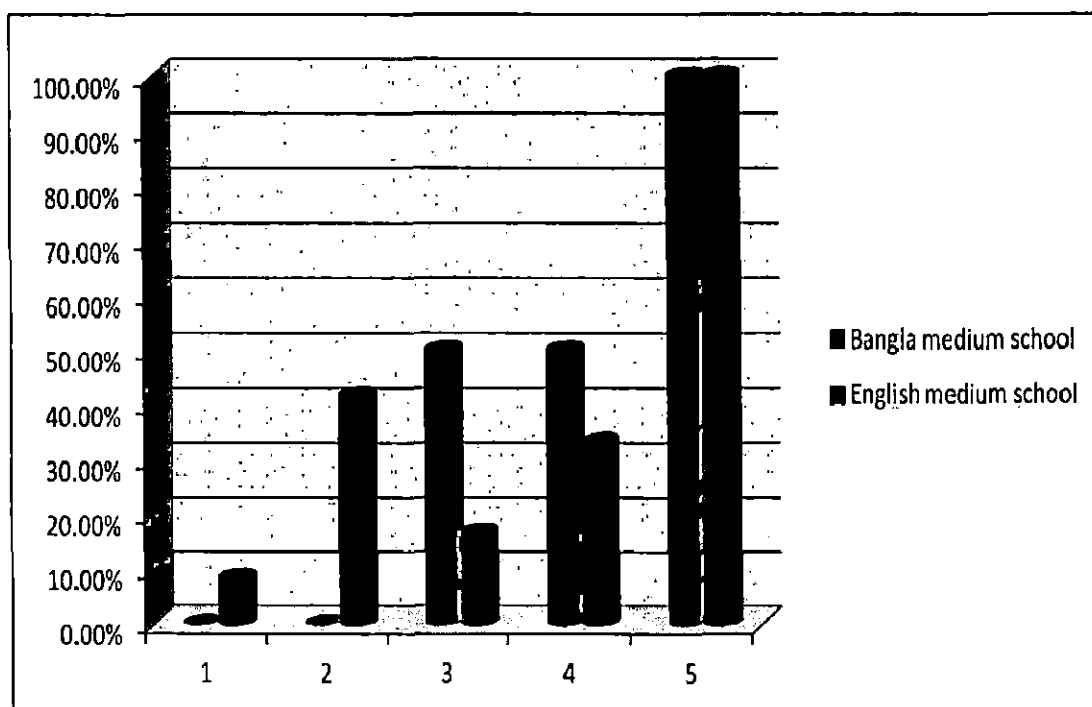
**Table 4.109: Descriptive Statistics of Teachers' Responses on Q.14**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.5000	.53452
English Medium School	12	3.7500	1.05529
Total	20	4.0500	.94451

**Table 4.110: Distribution of Teachers' Responses on Q.14**

School * Q14 Cross tabulation							
			Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	0	4	4	8
		% within School	.0%	.0%	50.0%	50.0%	100.0%
	English Medium School	Count	1	5	2	4	12
		% within School	8.3%	41.7%	16.7%	33.3%	100.0%
Total		Count	1	5	6	8	20
		% within School	5.0%	25.0%	30.0%	40.0%	100.0%

**Graph 4.14: Comparison between Teachers' Groups' Responses on Q.14**



As shown in Tables 4.109 and 4.110, the mean score of the Bangla medium teachers' responses is (4.50) and the standard deviation is (0.53). This shows that the Bangla medium teachers' responses are clustered around 'agree'. To clarify it, eight of Bangla medium teachers (i.e. 100%) agreed with the statement, no teacher (i.e. 0%) remained neutral on the statement and no teacher (i.e. 0%) disagreed with the statement.

The mean score of the English medium teachers' responses is (3.75) and the standard deviation is (1.05), showing that their responses are clustered around 'disagree to strongly agree' option. To be specific, 6(i.e.95%) of these respondents agreed with the statement, 5 (i.e. 41.7%) remained neutral on the statement and one (i.e. 8.3%) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.05) and the standard deviation is (0.94), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 14 respondents who represent 70% said that they agree the statement. 1 respondent who represent 5% disagreed with the statement and 5 respondents who represent 25% remained neutral on the statement.



**Table 4.111: Results of ANOVA Test of Teachers' Responses on Q.14**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.700	1	2.700	3.411	.081
Within Groups	14.250	18	.792		
Total	16.950	19			

As shown in Tables 4.111, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is more than .05 ( i.e. .081).

**Q.15 I think the environment is very important for learning English.**

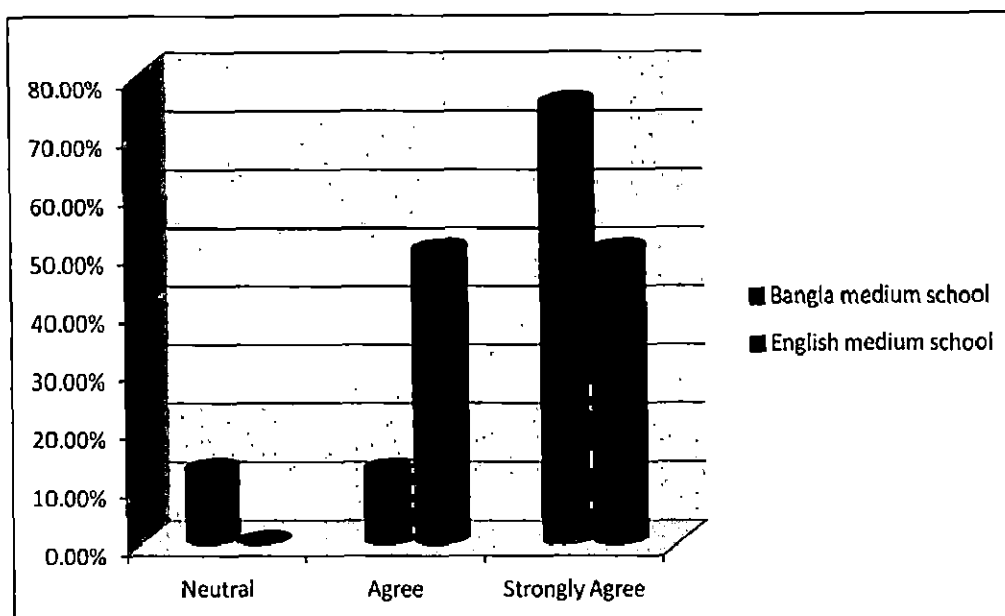
**Table 4.112: Descriptive Statistics of Teachers' Responses on Q.15**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.6250	.74402
English Medium School	12	4.5000	.52223
Total	20	4.5500	.60481

**Table 4.113: Distribution of Teachers' Responses on Q.15**

School * Q15 Cross tabulation						
			Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	1	6	8
		% within School	12.5%	12.5%	75.0%	100.0%
	English Medium School	Count	0	6	6	12
		% within School	.0%	50.0%	50.0%	100.0%
Total		Count	1	7	12	20
		% within School	5.0%	35.0%	60.0%	100.0%

**Graph 4.15: Comparison between Teachers' Groups' Responses on Q.15**



As shown in Tables 4.111 and 4.112, the mean score of the Bangla medium teachers' responses is (4.62) and the standard deviation is (0.74). This shows that the Bangla medium teachers' responses are clustered around 'neutral to strongly agree'. To clarify it, seven of Bangla medium teachers (i.e. 87.5%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and no teacher (i.e. 00%) disagreed with the statement.

The mean score of the English Medium teachers' responses is (4.50) and the standard deviation is (0.52), showing that their responses are clustered around 'agree' option to be specific, 12(i.e. 100%) of these respondents agreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.50) and the standard deviation is (0.60), showing that the responses of all the respondents are clustered around 'neutral to strongly agree' option. To be specific, 19 respondents who represent 95% said that they agree with the statement while one respondent who represents 5% remained neutral on the statement.

**Table 4.113: Results of ANOVA Test of Teachers' Responses on Q.15**

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.075	1	.075	.196	.663
Within Groups	6.875	18	.382		
Total	6.950	19			

As shown in Tables 4.113, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is more than .05 (i.e. .663).

**Q.16 I think the English medium students find themselves more capable to get admission than Bangla medium student at the Tertiary level.**

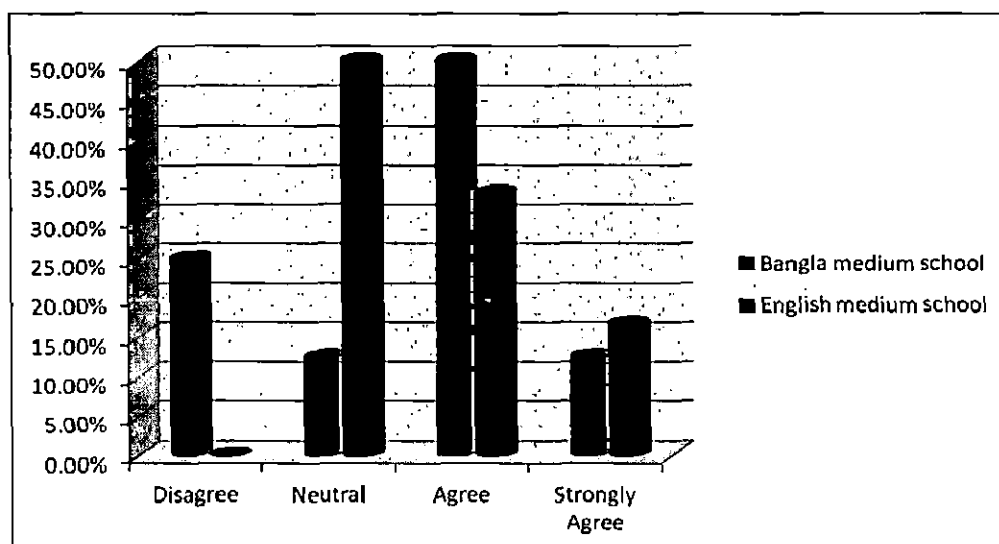
**Table 4.114: Descriptive Statistics of Teachers' Responses on Q.16**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.5000	1.06904
English Medium School	12	3.6667	.77850
Total	20	3.6000	.88258

**Table 4.115: Distribution of Teachers' Responses on Q.16**

School * Q16 Cross tabulation							
			Dis- agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	2	1	4	1	8
		% within School	25.0%	12.5%	50.0%	12.5%	100.0%
	English Medium School	Count	0	6	4	2	12
		% within School	.0%	50.0%	33.3%	16.7%	100.0%
Total	Count		2	7	8	3	20
	% within School		10.0%	35.0%	40.0%	15.0%	100.0%

**Graph 4.16: Comparison between Teachers' Groups' Responses on Q.16**



As shown in Tables 4.114 and 4.115, the mean score of the Bangla medium teachers' responses is (3.50) and the standard deviation is (1.07). This shows that the Bangla medium teachers' responses are clustered around 'agree to disagree'. To clarify it, five of Bangla medium teachers (i.e. 62.5%) agreed with the statement, one teacher (i.e. 12.5%) remained neutral on the statement and two teachers (i.e. 12.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (3.67) and the standard deviation is (0.78), showing that their responses are clustered around 'neutral to agree' option. To be specific, six (i.e. 50%) of these respondents agreed with the statement, 6(i.e. 50%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.60) and the standard deviation is (0.88), showing that the responses of all the respondents are clustered around 'disagree to agree' option. To be specific, 11 respondents who represent 55% said that they agree with the statement, 2 respondents who represent 10% said that they disagreed with the statement and 7 respondents who represent 35% remained neutral on the statement.

**Table 4.116: Results of ANOVA Test of Teachers' Responses on Q.16**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.133	1	.133	.164	.691
Within Groups	14.667	18	.815		
Total	14.800	19			

As shown in Tables 4.116, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium and the English medium schools because the sig. value is more than .05 ( i.e. .691).

**Q.17 The English medium students use English more freely in public as compared to Bangla medium.**

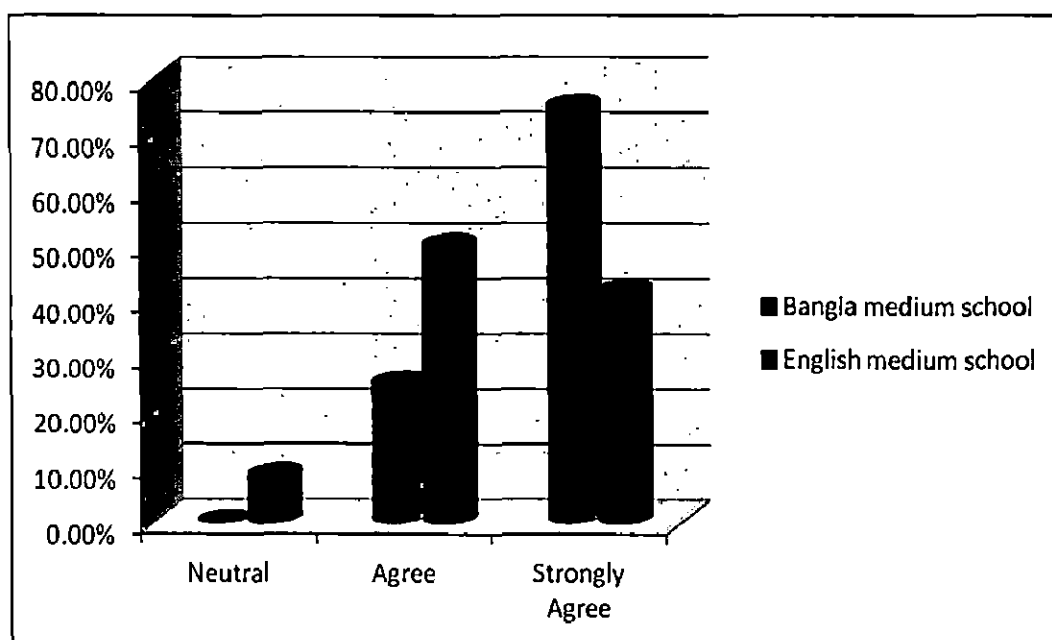
**Table 4.117: Descriptive Statistics of Teachers' Responses on Q.17**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	4.7500	.46291
English Medium School	12	4.3333	.65134
Total	20	4.5000	.60698

**Table 4.118: Distribution of Teachers' Responses on Q.17**

School * Q17 Cross tabulation						
			Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	2	6	8
		% within School	.0%	25.0%	75.0%	100.0%
	English Medium School	Count	1	6	5	12
		% within School	8.3%	50.0%	41.7%	100.0%
Total		Count	1	8	11	20
		% within School	5.0%	40.0%	55.0%	100.0%

**Graph 4.17: Comparison between Teachers' Groups' Responses on Q.17**



As shown in Tables 4.117 and 4.118, the mean score of the Bangla medium teachers' responses is (4.75) and the standard deviation is (0.46). This shows that the Bangla medium teachers' responses are clustered around 'agree'. To clarify it, eight of Bangla medium teachers (i.e. 100%) agreed with the statement.

The mean score of the English medium teachers' responses is (4.33) and the standard deviation is (0.65), showing that their responses are clustered around 'neutral to agree' option. To be specific, 11(i.e. 91.7%) of these respondents agreed with the statement, 1(i.e. 8.3%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.50) and the standard deviation is (0.61), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 19

respondents who represent 95% said that they agree that 'I think the English medium students use English more freely in public as compared Bangla medium.', no respondent who represents 0.00% disagreed with the statement and 1 respondent who represents 5% remained neutral on the statement.

**Table 4.119: Results of ANOVA Test of Teachers' Responses on Q.17**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.833	1	.833	2.432	.136
Within Groups	6.167	18	.343		
Total	7.000	19			

As shown in Tables 4.119, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English medium schools because the sig. value is more than .05 (i.e. .136).

**Q.18 I think the teachers of English medium schools are more capable in teaching communicative method.**

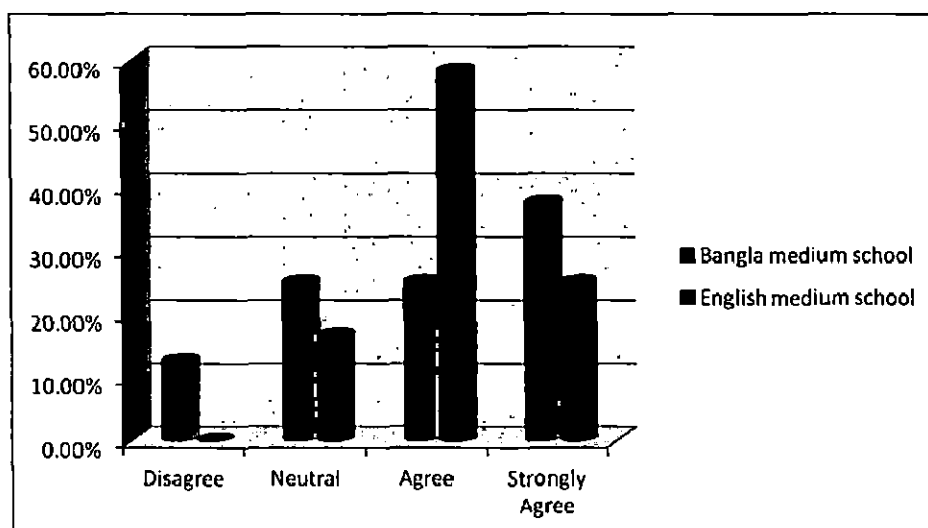
**Table 4.120: Descriptive Statistics of Teachers' Responses on Q.18**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.8750	1.12599
English Medium School	12	4.0833	.66856
Total	20	4.0000	.85840

**Table 4.121: Distribution of Teachers' Responses on Q.18**

School * Q18 Cross tabulation							
			Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	2	2	3	8
		% within School	12.5%	25.0%	25.0%	37.5%	100.0%
	English Medium School	Count	0	2	7	3	12
		% within School	.0%	16.7%	58.3%	25.0%	100.0%
Total		Count	1	4	9	6	20
		% within School	5.0%	20.0%	45.0%	30.0%	100.0%

**Graph 4.18: Comparison between Teachers' Groups' Responses on Q.18**



As shown in Tables 4.120 and 4.121, the mean score of the Bangla medium teachers' responses is (3.87) and the standard deviation is (1.12). This shows that the Bangla medium teachers' responses are clustered around 'disagree to agree'. To clarify it, five of Bangla medium schools' teachers (i.e. 62.5%) agreed with the statement, two teachers (i.e. 25%) remained neutral on the statement and one teacher (i.e. 12.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (4.08) and the standard deviation is (0.67), showing that their responses are clustered around 'neutral to agree' option. To be specific, 10 (i.e. 83.3%) of these respondents agreed with the statement, one (i.e. 16.7%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (4.00) and the standard deviation is (0.86), showing that the responses of all the respondents are clustered around 'neutral to agree' option. To be specific, 15 respondents who represent 75% said that they agree with the statement, one respondent who represent 5% disagreed with the statement and four respondents who represent 20% remained neutral on the statement.

**Table 4.122: Results of ANOVA Test of Teachers' Responses on Q.18**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.208	1	.208	.272	.608
Within Groups	13.792	18	.766		
Total	14.000	19			

As shown in Tables 4.122, the results of ANOVA test indicated that there was no significant difference between the responses of the Bangla Medium Schools students and the English medium schools because the sig. value is more than .05 (i.e. .608).

**Q 19 The teachers are more amicable with the students in English medium schools than Bangla medium.**

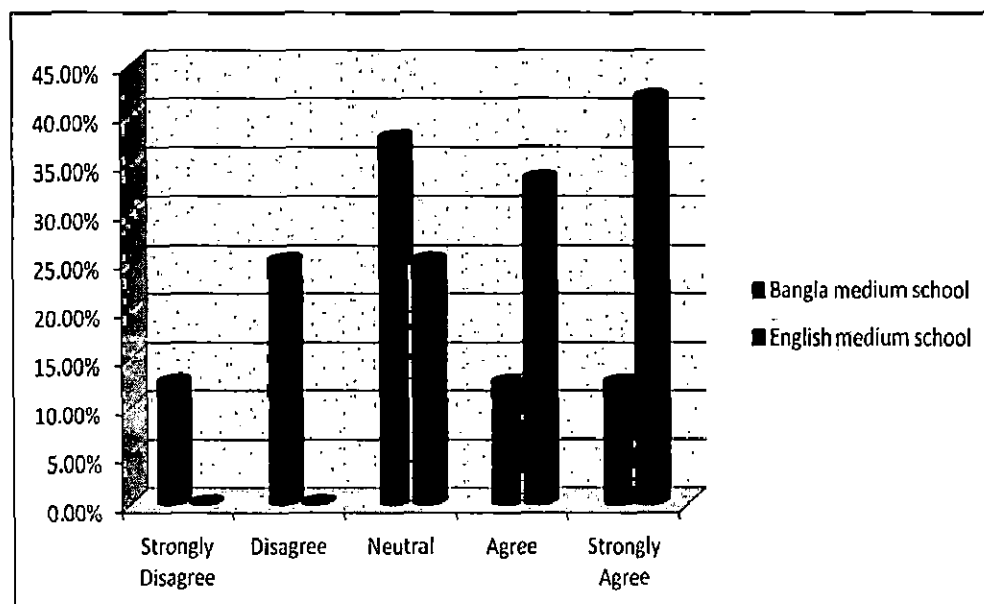
**Table 4.123: Descriptive Statistics of Teachers' Responses on Q.19**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	2.8750	1.24642
English Medium School	12	4.1667	.83485
Total	20	3.6500	1.18210

**Table 4.124 Distribution of Teachers' Responses on Q.19**

School * Q19 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	1	2	3	1	1	8
		% within School	12.5%	25.0%	37.5%	12.5%	12.5%	100.0%
	English Medium School	Count	0	0	3	4	5	12
		% within School	.0%	.0%	25.0%	33.3%	41.7%	100.0%
Total	Count		1	2	6	5	6	20
	% within School		5.0%	10.0%	30.0%	25.0%	30.0%	100.0%

**Graph 4.19: Comparison between Teachers' Groups' Responses on Q.19**





As shown in Tables 4.122 and 4.123, the mean score of the Bangla medium teachers' responses is (2.87) and the standard deviation is (1.24). This shows that the Bangla medium teachers' responses are clustered around 'disagree to agree'. To clarify it, two of Bangla medium schools' teachers (i.e. 25%) agreed with the statement, three teachers (i.e. 37.5%) remained neutral on the statement and three teachers (i.e. 37.5%) disagreed with the statement.

The mean score of the English medium teachers' responses is (4.17) and the standard deviation is (0.83), showing that their responses are clustered around 'neutral to agree' option. To be specific, nine (i.e. 75%) of these respondents agreed with the statement, 3 (25.0%) remained neutral on the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (3.65) and the standard deviation is (1.82), showing that the responses of all the respondents are clustered around 'disagree to strongly agree' option. To be specific, 11 respondents who represent 55% said that they agree with the preceding statement, three respondents who represent 15% said that they disagreed with the statement and six respondents who represent 30% remained neutral on the statement.

**Table 4.125: Results of ANOVA Test of Teachers' Responses on Q.19**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.008	1	8.008	7.774	.012
Within Groups	18.542	18	1.030		
Total	26.550	19			

As shown in Tables 4.125, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla Medium Schools students and the English Medium Schools because the sig. value is less than .05 (i.e. .012).

**Table 4.126: Mean Ranks of the Responses of the Two Schools on Q.19**

Ranks		
School	N	Mean Rank
Bangla Medium School	8	6.88
English Medium School	12	12.92
Total	20	

As shown in Table 4.125, the results of ANOVA test indicated that there was a significant difference between the responses of Bangla medium and English Medium Schools students because the sig. value is less than .05 ( i.e. .012). Table 4.126 shows that the Bangla medium students are higher than the English medium students in the agreement about the statement are because the mean ranks are (6.88) and (12.92) respectively.

**Q 20 My teaching is purely syllabus oriented.**

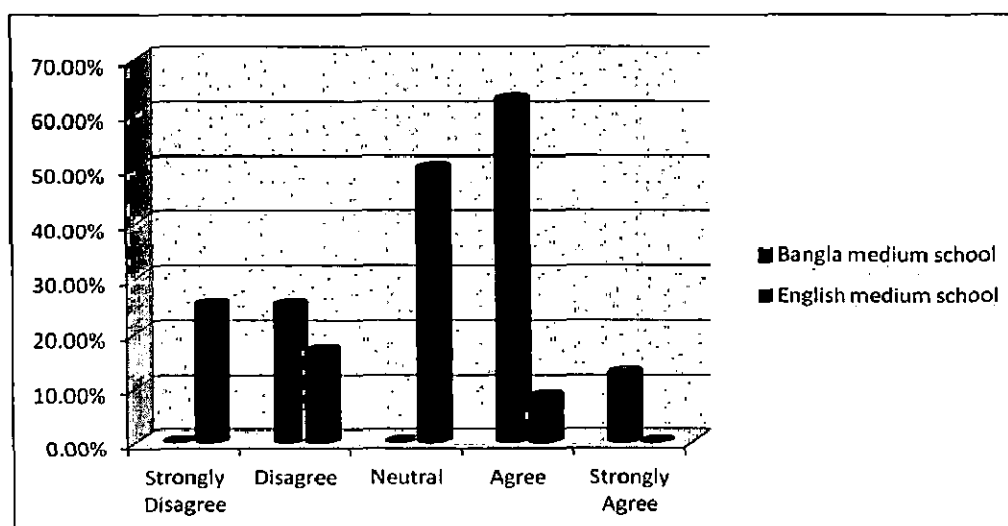
**Table 4.127: Descriptive Statistics of Teachers' Responses on Q.20**

Report			
School	N	Mean	Std. Deviation
Bangla Medium School	8	3.6250	1.06066
English Medium School	12	2.4167	.99620
Total	20	2.9000	1.16529

**Table 4.128: Distribution of the Teachers' Responses on Q.20**

School * Q20 Cross tabulation								
			Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree	Total
School	Bangla Medium School	Count	0	2	0	5	1	8
		% within School	.0%	25.0%	.0%	62.5%	12.5%	100.0%
	English Medium School	Count	3	2	6	1	0	12
		% within School	25.0%	16.7%	50.0%	8.3%	.0%	100.0%
Total		Count	3	4	6	6	1	20
		% within School	15.0%	20.0%	30.0%	30.0%	5.0%	100.0%

**Graph 4.20: Comparison between the Teachers' Groups' Responses on Q.20**



As shown in Tables 4.127 and 4.128, the mean score of the Bangla medium teachers' responses is (4.32) and the standard deviation is (1.06). This shows that the Bangla medium teachers' responses are clustered around 'neutral'. To clarify it, six of Bangla medium teachers (i.e. 75.0%) agreed with the statement, no teacher (i.e. 00%) remained neutral on the statement and two teachers (i.e. 25%) disagreed with the statement.

The mean score of the English medium teachers' responses is (2.41) and the standard deviation is (0.97), showing that their responses are clustered around 'disagree' option. To be specific, 1(i.e. 8.3%) of these respondents agreed with the statement, 6(i.e. 50%), remained neutral on the statement and five (i.e. 41.7) disagreed with the statement.

Generally speaking, the mean score of the students of English and Bangla medium schools is (2.90) and the standard deviation is (1.16), showing that the responses of all the respondents are clustered around 'disagree' option. To be specific, seven respondents who represent 35% said that they agreed with the statement, six respondents who represent 30% said that they disagreed with the statement and seven respondents who represent 35% remained neutral on the statement.

**Table 4.129: Results of ANOVA Test of the Teachers' Responses on Q.20**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.008	1	7.008	6.713	.018
Within Groups	18.792	18	1.044		
Total	25.800	19			

As shown in Tables 4.129, the results of ANOVA test indicated that there was significant difference between the responses of the Bangla medium and the English medium schools because the sig. value is less than .05 (i.e. .018).

**Table 4.130 Mean Ranks of the Responses of the Two Schools on Q.20**

Ranks			
	School	N	Mean Rank
	Bangla Medium School	8	14.19
	English Medium School	12	8.04
	Total	20	

As shown in Table 4.129, the results of ANOVA test indicated that there was a significant difference between the responses of the Bangla medium and the English medium students because the sig. value is less than .05 ( i.e. .001). Table 4.130 shows that the Bangla medium teachers are higher than the English medium teachers in the agreement about the statement are because the mean ranks are (14.19) and (8.04) respectively.

#### **4. B Observations:**

Long(1990) noted in his study on group work and interaction that “ classroom observations consistently show little continuity in what teachers actually do and what they think and what they are doing”. Despite government insistence on a communicative approach that could bolster Bangladesh ELLs’ communicative ability, research suggests this insistence has borne few results. Prior to the EIA intervention, most teaching ‘did not encourage a communicative approach to learning English’ (EIA 2009a, p. 7). Teachers dominated the lessons, doing almost all of the talking. In two-thirds of lessons observed, the majority of language spoken was Bangla, opportunities for students to participate were low, and very few students spoke in English during a lesson. In most classes students were ‘not interactive at all’ (EIA 2009a, p. 8). In order to find out, the two different data sources i.e. semi structured interview with teachers and students. The researcher tried to contact the teachers in order to obtain their opinion on teaching of English. It was observed that the English schools’ teachers were not open in their conversations with the researcher and seemed vexed by even minor interrogations. On the contrary, the teachers of Bangla medium were more co-operative and tried to discuss about the inadequacy and difficulties in teaching English. An effort was made to open discussion and attention was paid to their verbal delivery. We also noted down some of the points. It was easy to find out the current situation of teaching and learning English. A short summary of the observations has been presented below.

##### **4. B.1 Teachers and Students of Bangla Medium Schools:**

According to Littlewood, (1981), teachers using a communicative approach are required to use the target language fluently and appropriately. Underscoring the importance of target language use to the classroom devaluates the target language’. He also concludes that ‘target language should be introduced as the principal medium of instruction from the very beginning of language learning.”

In the course of interaction with teacher and students, attention was paid on teachers' verbal delivery and behavior of the students. The uses of communicative method have been outlined earlier in chapter two. However, the current situation in Bangla medium schools of Dhaka is quite different because these are still using grammar-translation method to some extent. The teachers unanimously expressed the view that they were not clear about the communicative approach. The drawbacks with regard to teaching English are many in numbers and are listed below:

- Inadequate teaching materials,
- Teachers lack fluency while speaking;
- They have difficulty in pronunciations
- Lack of encouragement on the part of the teachers
- Loss of interest among students due to lack of encouragement
- Inadequate attention given to English in childhood increases the burden on the child when he actually has to learn English.
- Due to intervention of the administration, teachers are unable to make any kind of innovation in teaching, like introduction of some extra curricular activities including debates, free compositions, and conversational practices.
- English teaching is limited to course textbooks and is focused only on board examinations.

Keeping in mind the abovementioned problems, the students end up losing confidence while speaking in English resulting in stammering, hesitation and arid using English. The attitudes of the parents can also not be ignored. They often complain about the excessive use of English by teachers during lectures. The students are expected to read and write in English in a situation where the students do not want to study English. As a result, they complain to their parents and parents in turn complain to principal of the school. This negative attitude towards learning of English poses a major problem in Bangla medium schools.

#### **4. B.2 Teachers and Students of English Medium School:**

The teachers of English medium schools held a very high opinion regarding English. They stated with élan, "If you learn English, you will earn money" and "reading is the easiest work", "Creativity comes from need". Some points are presented below which clearly show how the teachers of English medium schools have an edge over their

counterparts in Bangla medium schools:

- The teachers are free to decide about the techniques and materials used for teaching.
- They do not have to worry about any textbooks or completing the syllabus.
- They always get priority to be involved into extra-curricular activities apart from teaching.
- They are fully aware of the communicative method and make full use of it.
- They insist that students make use of English in the classroom. As a result, the students do not hesitate while speaking publicly in other places, produce fluent sentences and possess a rich vocabulary.
- There is a good rapport and understanding between the teachers and students.
- The digital classes are common for English language teaching. The audio-visual method is also used.

When we asked the students their opinion regarding how teachers prepared lectures, and the language they use to give lectures and teach. They all come with a common reply that the medium of instruction was only English. They also informed us that they practiced creative writing story, pictures-writing and other compositions in English. More focuses, however, is given to spoken language, fluency of speech and development of confidence in the use of second language.

#### **4. B.3: View of the English Medium Schools' Teachers towards Bangla Medium and vice versa:**

Savignon (2002) stated that, given the wide availability of recorded and broadcast materials, a teacher had ample materials, to support the learners' communicative needs. Brown's suggestion to non-native speaking teachers with limited proficiency is to use technology (such as video, television, audio, CDs, etc.). However, the teachers from English schools believe that Bangla medium teachers are not fit for using the method of teaching the second language. The teachers are deficient in their concepts and they mostly follow the guidebooks. They show no concern to improve classroom teaching and neglect students learning of English.

The teachers from Bangla medium unanimously believe that the teachers of English medium are holding an English background. They also believe that a person holding

any subject in their educational background can teach English in Bangla schools. On the contrary, the teachers from English medium do not show their interest teaching in Bangla schools. Usually after high school graduation, students of English medium join as teachers in either their own school or any other English medium school. They believe they can earn more money by teaching in English schools rather than Bangla medium schools. This is mainly because of the policy of the Government. Overall, the English schools' teachers have a very low opinion about Bangla schools' students. The crucial point is that the English medium teachers have a higher rank and more social value in comparison to the teachers from Bangla medium schools. Parents are becoming aware of this. Hence, they are now sending their children to English mediums, or at least trying to. It is very interesting to note that if one of the children is going to Bangla medium, they make it a point to send the other to an English medium school.

Another important point to be noted is that though both mediums are using communicative method in their teaching; the question papers provided in the mediums are distinctive. In English medium schools, there is no grammar part in the question paper. They have a limited syllabus based on 3 sections in total-A, B; C. Section A is usually a comprehension part where 2 or 3 passages are given. Candidates are required to read the passages and then answer the questions given according to the passages. Section B is composition part where candidates can be asked to write anything such as letter writing, leaflets, articles or any such other piece of writings. Section C is the essay part, where 3 topics are given and the candidate will choose any one to compose an Essay. Section B and C have word limits-> 250-300 for section B and maximum 450 for section C. Candidates cannot exceed the word limit for Section B; if they do, they are penalized for it. Section C has no such restrictions. This is the Edexcel board syllabus for English.

However; in Bangla mediums, their syllabus is divided into two papers; paper 1 and paper 2 which is more commonly known as first paper and second paper. Candidates appear for the second paper first. This paper consists of two sections- A and B. Section A is the grammar part of 40 marks, and Section B is composition part of 60 marks. The composition part is usually a story writing of word limit approximately 200 words. A sentence is given which the candidate has to finish according to his/her creativity. The first paper consists of 3 sections; A, B, C. Section A is usually a

comprehension part. The format of the questions is based on the following types;

- 1) Multiple Choice Questions- choose the best answer from the alternatives
- 2) True or false
- 3) Fill in the gaps following the passage
- 4) Read the text in A again and now write a paragraph based on information about the topic.
- 5) Read the passage again and write the following questions in your own words.

The entire paper is mainly focused on reading test, writing test and vocabulary test. Thus, it is amply clear from the question paper that it lack attention on listening and speaking skills. In fact, they are totally missing in the examination taken by students.

The question paper of two mediums is attached in the appendix.



## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction:**

This chapter presents a brief summary of the study, its objectives, methodology and findings. It also discusses the implications of the findings and makes some recommendations in the light of the findings for improving the state of teaching and learning of English competence in the two medium of schools in Bangladesh.

#### **5.2 Summary:**

The present study tries to find out the slit of teaching methods used as second or foreign language in English and Bangla medium (which are respectively non-governmental and governmental) education systems. For finding the differences, ANOVA test has been used to analyze the data collected from the students and teachers' based on questionnaires.

When the government is striving to inculcate an effective method in the learning of English among the students, with a view to reducing the gap between the two leading groups of education systems, we find that the actual outcome despite governmental efforts are not up to the mark. The CLT approach was introduced with the hope of developing a workforce with 'communicative competence' in English that should, thus, strengthen the human resource development initiatives of the country (Hamid & Baldauf, 2008).

A look at researches pertaining to the current English language proficiency of Bangladeshi ELLs helps to elucidate the disparity in Bangladesh ELT between theory and in-class practice. On the other hand, government's insistence on the use of a communicative approach that could bolster Bangladesh ELLs' communicative ability, research suggests that the insistence has borne few results.

Richardson says that teachers' beliefs influence teaching practice more directly than their knowledge and to understand how teachers think of teaching and learning one should focus on teachers' beliefs and practices. (Cited in Sato and Kleinnasser1999).

In English schools, the methods of instructions and interaction inside the classes and schools are usually in English, which facilitate the students to acquire English language faster with proficiency and accuracy. Conversely, Bangla schools do not provide such opportunities for their students, so naturally students in this medium are struggling with the English language, both in spoken and written versions. Their comprehension level in English is not satisfactory. In fact, it is rather meager.

Chowdhury (2008), working with English language students at a private university in Bangladesh, noted that even after 12 years of English education, students cannot communicate effectively and “are failing to develop an acceptable level of English proficiency”.

In Bangla-medium schools, both public and private, English was mostly taught via the grammar-translation methodology, with a de-emphasis on speaking until the 1990s (e.g., Hamid & Baldauf, 2008; Hasan, 2004; Imam, 2005). A baseline survey (Haq, 2004) of secondary schools in Bangladesh reported on the poor quality of the teaching environment in the classrooms. Similar views were reflected in Hamid’s (2010) fieldwork with eight secondary schools, which indicated that insufficient resources and lack of teacher effectiveness were the reasons behind the poor quality of teaching. Hamid and Baldauf (2008) also claimed that lack of confidence of the teachers, insufficient practice in the classroom resulted in the poor standard of CLT approaches in the secondary schools in Bangladesh.

Although the Communicative Approach to language teaching is one of the latest, yet it is too ambitious and the requirements for its success are difficult. This should not lead to a complete distrust of this approach, but rather to more efforts drawing its guidelines and blueprints. Again, it is suggested that it becomes part of the whole framework of language teaching, which incorporates different approaches and methods, making use of the advantages of each, and avoiding the disadvantages. This again requires very sophisticated syllabi, materials and teaching aids, and, above all, competent and experienced teachers.

### **5.3 Summary of the Findings of the Study:**

The present study unveils some lapses and mismatch between the expectations and the existing conditions of English language teaching and learning at the secondary school

level of two popular medium of schools in Dhaka city. During the study, considerable correlations as well as contradictions were observed between the students and teachers on different issues on teaching and learning English as a second language. These may be summarized as follows:

- 1) The study shows that the majority students of the both mediums of schools prefer to learn English inside the classroom.
- 2) It is found from the present study that Bangla medium students are not comfortable in speaking English with students of English medium schools.
- 3) Students of both mediums practice free writing composition to improve their creativity.
- 4) It is found in the study that teachers of both mediums encourage the students asking questions in English in the classroom.
- 5) Most of the students of the two mediums of schools are likely to interact in English.
- 6) Tozcu and Coady (2004) point out learning vocabulary is an important aspect of SL/FL acquisition and academic achievement, and it is vital to reading comprehension and proficiency, to which it is closely linked. Most of the students of Bangla medium are of the opinion that they learn the vocabulary items by translating them in Bangla in comparison to English medium students. The study finds significant differences between the two medium of schools. It is observed that maximum teachers of Bangla medium schools claim that they explain the vocabulary items from English to English.
- 7) About 50 % students of the two medium of schools opine their teachers do not conduct group discussions in the classroom.
- 8) Most of the students from Bangla medium reveal that they feel hesitant to speak in English in public places in comparison to students of the English medium schools.
- 9) The study finds that most of the students of both medium of schools accept that they are better in writing as compared to speaking.

- 10) The majority of the students of Bangla medium claim that their teachers or school authority do not set up any competition with English medium schools.
- 11) The current study reveals that the students of Bangla medium schools are very weak in listening and speaking skills because practice of the two important skills is neglected or avoided by the teachers in the class as compare to English medium schools.
- 12) The present study finds that in Bangla medium schools, syllabus is examination oriented and the reading comprehension and writing skills are tested in the examination, while, on the other hand, two skills: listening and speaking are neglected this way.
- 13) It is widely believed that effective learning takes place when good relations between the teachers and students prevail. It is found that the teachers are less friendly and sympathetic to their students of Bangla medium schools as compared to English medium schools.
- 14) Bose (2001) suggests that English should be used in the class from the very beginning itself. Teachers should use English in activities like introducing the lesson, checking attendance, organizing where students sit, presenting new vocabulary, introducing a text, asking questions on a text, correcting errors, setting homework etc. The study finds that the most of the teachers of Bangla medium schools do not speak English frequently in the class whereas the teachers of English medium use only English in he classroom.
- 15) The current study reveals that maximum number of teachers of Bangla medium schools follow the textbook in the class all the time.
- 16) Most of the students disclosed that their teachers did not give them extra time after class. The teachers, on the other hand, claim that they give enough time to their students after class hours.
- 17) Most of the students suggest that they need English for various purposes: for passing examination, for getting a good job, for communication with others and for going abroad.

- 18) Based on observation, it is found that mostly teachers of Bangla medium schools claim economic factor is a big hindrance in learning English.
- 19) The majority of the teachers suggest that the syllabus is examination oriented rather than being based on achieving communicative competence.
- 20) The current study reveals that in Bangla medium schools only textbooks are followed and there is a lack of good and sufficient supplementary books.
- 21) The study shows that most of the teachers agreed from both mediums of schools that Bangla medium students are feeble in creativity or free writing composition as compared to English medium students.
- 22) The present study also finds that most of the teachers agreed that English medium students have more linguistic competence than Bangla medium students do.

#### **5.4 Conclusions:**

Bangladesh is a predominantly monolingual country where English is learned more as a foreign language rather than as a second language. Usually, Bangladeshi students do not have a chance to interact in any form with the native speakers of English. The native Bangladeshi speakers get on the idea of English mainly from electronic and print media, which may not give an authentic picture of the native speakers of English. Unlike, a multilingual country such as India, where native speakers of English are frequently by visiting the country because of a blooming tourism industry, missionary work, NGOs, spiritual seekers and as a part of globalization process, it may not be unusual for the students to interact with the native speakers. However, Bangladeshi students seldom get an opportunity to interact with the native speakers of English.

The study proves that the English language in Bangladesh has a very specific domain and is used only for specific purposes; especially limited and restricted within the academic domain. The reason for the findings can be explained as: Bangladesh being a predominantly monolingual country, Bangla can serve most of the purposes; English is learnt only for its utilitarian value i.e. to get a good job, to build a successful career, and to go abroad etc. There are few places to interact with or to befriend those within

the target language community. Many of the informants never have a chance to know the native English speaker or even to have a clear idea about their culture. Their knowledge about the target language community is only limited to internet, books, novels or English movies.

The findings are relevant to educational system to evaluate the implementation of CLT, its innovations, and its acceptance by learners and teachers in both mediums of schools.

The findings of the study can be summarized as follows:

- 1) There is a significant difference in the uses of the communicative method in both mediums of schools.
- 2) There is no significant difference in both mediums of schools in their attitudes towards writing in English
- 3) Based on observations, teachers and students mostly believe that money is one major factor in learning English.
- 4) Based on observations, students from Bangla medium schools mostly feel hesitant in speaking English.

### **5.5 General Recommendations:**

Based on the findings discussed above, we present the following recommendations.

- 1) Primarily, the findings of the study suggest a need to offer adequate in-service training for teachers to practice CLT. As pointed out by the participants of the study, qualified teachers should have knowledge and skills to practice CLT. In addition, most of the participants stated that training in applied practices, rather than lectures and theories, was more beneficial to them. Furthermore, some of the participants reported that colleagues' support helped them to generate useful teaching ideas. Thus, as suggested by Fang (1996), rather than simply providing teachers with more theoretical knowledge, educators should assist teachers to "understand how to cope with the complexities of classroom life and how to apply theory with the constraints imposed by those realities" (p. 59).

- 2) Based on the insights drawn from the study, the researcher suggest considering the local culture in applying CLT in Bangladeshi education system. Typically, students of Bangla medium are bashful in expressing their ideas in public because they do not have confidence in their English speaking skills. In teacher-centered classrooms, Bangla medium students do not get an opportunity to speak English and are required to wait for the teachers' call to answer questions. The findings suggest a need for the teachers to understand and accommodate the present situation of the uses of English when engaging students in communicative activities.
- 3) The findings of the study suggest a need for Bangla medium students, teachers, school administrators, and parents to adjust their educational values if CLT is to be implemented. Rather than focusing on the form-based approach, which aims at developing test-taking skills, students' communicative competence should be encouraged and developed.
- 4) The implementation of CLT involves not only the teacher's effort, but also recognition of the teacher's voice and incorporating it into educational practices and policies. Some practical recommendations in relation to classroom constraints are listed below.
  - i. Smaller class sizes facilitate group work. However, when it is not feasible, teachers should be provided teaching techniques for class management, such as training in cooperative learning structures to engage students' in-group discussions.
  - ii. Teachers and administrators should create an English environment in the school to increase students' opportunities to practice English.
  - iii. Students should be grouped by proficiency levels in English classes. Correspondingly, teachers should be trained in teaching techniques for differentiated learning.
  - iv. Form-based exams should be modified in order to evaluate students' communicative competence. Such exams should assess not only grammar and vocabulary but also listening,

speaking, conversation, and writing skills as well. In conclusion, CLT is an emerging teaching method in school English classes in Bangladesh. Despite certain limitations and hindrances to the optimal implementation of CLT in Bangladesh, teachers are cognizant of its benefits to students wishing to improve their English skills, and are supportive of institutional efforts to facilitate the implementation of CLT.

- 5) A distinctive language teaching policy should be devised by the ministry of Education with an effectual curriculum that includes the guidelines for evaluating all the four English language-teaching skills, in Bangla medium schools at the secondary level.
- 6) The students of Bangla medium should be ready to meet the challenges of second language learning especially in spoken skills, relative to that of the students of English medium schools.
- 7) For, these teachers, students, parents and administrators should contribute equal effort to create greater awareness of the need to develop a more effective system for the overall development of language skills. In this case, a focus on the selection, requirement and the professional development of teachers of English is crucial.
- 8) Many researchers demonstrate that speaking is one of the most important skills in learning a second or foreign language. One of the researchers Horak (1999) commented that most teachers tried to avoid testing oral skills as they think it is time consuming and they found it difficult in large classes. On the other hand, majority of the teachers and students of Bangla medium lack oral fluency, this is a priority for teacher training in Bangladesh. This is also indicative of the fact that oral fluency may not be a problem for the participant teachers of English medium schools, but lack of oral fluency can be a major problem for other teachers in Bangladesh overall. As majority of the students of both medium schools lack fluency in speaking, it is obvious to state that listening and speaking should be part of the syllabus in Bangladeshi education system.



- 9) Most of Bangla medium schools do not have any English language club to practice speaking English. Individual school authorities should build up language club for the students' of learning English.
- 10) There is a need for teachers to develop an awareness of how to connect the topics in the prescribed text to what students already know in terms of their language skills, personal lives, and real world situations. Bangladeshi English language teachers are not prepared enough to face the current challenges. Both, teachers and students in this study clearly expressed this opinion. If the education authority included the testing of listening and speaking skills in the assessment process for both internal and public examinations, it would be easier for the teachers to motivate the students to practice these two skills in the classroom.
- 11) The major portion of question papers is based on grammar. The communicative approach remains neglected and teachers fail to assess students in their communicative abilities.
- 12) Teachers of Bangla medium schools identified 'lack of support from administration' as one of the difficulties in practicing and adopting CLT. This is consistent with Li (1998) and Burnaby and Sun's (1989) studies. Li's (1998) study showed that Korean teachers found the lack of support from administration frustrating and as Li stated, "Teachers generally found this lack of professional, administrative, and collegial support discouraging" (p. 693). Therefore, if the administration does not support teachers, CLT implementation will not be successful in government or Bangla medium schools of Bangladesh.

## **5.6 Suggestions for Future Research**

The study was designed with two main aims i.e. how communicative methods are used in the two medium of schools and how to improve communicative ability in Bangla medium schools in relation to English medium schools. In the light of the findings of this study, and having examined these findings and problems encountered during data collection, a brief directions for future research are suggested. First among these is a study that replicates the one presented here—a study that documents the

presence of teachers and students” communicative ability in both urban and rural settings. The participants in this study were secondary-school students at Bangla medium and English medium schools in Dhaka, the capital city (i.e., urban). Similarly, any replication should also seek to incorporate more schools of both types in both urban and rural locations.

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# **APPENDIX-A**

## **STUDENTS' QUESTIONNAIRES**

**Name** : \_\_\_\_\_ (optional)

**Sex** : Male [ ] Female [ ]

**Age** : \_\_\_\_\_ **Years** : \_\_\_\_\_

**School Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**English Medium** : Bangla Medium:

**How many years have you spent in English medium school:** \_\_\_\_\_

*Please tick the box that you think is more appropriate*

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I feel comfortable learning English in classroom					
2	I feel hesitant to speak in English in front of English medium school					
3	I practice English free writing compositions to improve my creativity					
4	My teachers encourage me asking questions in English					
5	I like to interact with other people in English					
6	I learn vocabulary by translating from English to Bangla					
7	My teacher encourages for group discussions in the classroom					
8	I feel hesitant to speak in English in public place					
9	I am good in speaking than writing					

10	My teachers set up the competition with English medium school					
11	I learn English as a challenge for higher education, finding good jobs, interviews and so on					
12	I participate in various activities in English outside the classroom					
13	My teachers use four basic skills in classroom (Listening, Speaking, Reading & writing)					
14	My teacher encourages me for reading English books, newspapers, watching English news, and so on					
15	I am satisfied with the teaching methods of English teachers (filled up by Bangla medium student)					
16	I feel comfortable to speak in English with Bangla medium students(fill up by English medium)					
17	I get extra activity classes for practicing English (like debate, essay writing)					
18	My teachers prefer to speak in English					
19	My teachers communicate with me in English					

## APPENDIX-B

### TEACHERS' QUESTIONNAIRES

Dear Teachers;

You are kindly requested to fill the questionnaire that is a part of my research. Your data will be kept confidential. Your help will be highly appreciated.

- Name: ..... (optional)
- School in which you are teaching: .....
- Qualification: Ph.D ☐ M.Phil ☐ Master ☐ Bachelor ☐  
Other ☐ , please specify .....
- Years spent in teaching: 1-3 years ☐ 4-6 years ☐ 7-9 years ☐  
10-more ☐
- Classes you are teaching: .....

*Please tick the box that you think is more appropriate*

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think communicative method is only syllabus-oriented than its actual use.					
2.	My students feel comfortable with grammar-translation method					
3.	I think in teaching vocabulary, learners' need the equivalence of their mother tongue.					
4.	I give the students sufficient time to speak in English in the classroom.					
5.	My students are capable of receiving and responding the prescribed text.					
6.	My students show interest in learning English in communicative method than Grammar-translation method					
7.	I think the Bangla medium students are more creative than English medium students in the classroom.					
8.	I think mostly Bangla medium students do find strong motivation of learning English					
9.	I think English medium students have more linguistic competence than Bangla medium students do					

10	I encourage the students to translate from English to Bangla					
11.	I encourage the students to use a monolingual dictionary( English to English dictionary)					
12	I encourage the students to communicate in English in the classroom					
13	I think students of English medium are capable in the use of Communicative method than Bangla medium					
14	I think students of English medium are more capable in the uses of four basic skills English than the students of Bangla medium					
15	I think the environment is very important for learning English					
16	I think the English medium students find themselves more capable to get admission than Bangla medium student at the Tertiary level					
17	The English medium students use English more freely in public as compared to Bangla medium.					
18	I think the teachers of English medium schools are more capable in teaching communicative method					
19	The teachers are more amicable with the students in English medium schools than Bangla medium					
20	My teaching is purely syllabus oriented.					

## **APPENDIX-C**



## Kha Set

Subject Code :

1	0	7
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## ENGLISH (COMPULSORY)

## FIRST PAPER

Time—3 hours

Full marks—100

*[N.B.—The figures in the right margin indicate full marks.]*

## Part A—Reading Test

Read the passage carefully and answer the following questions :—

The Maghs build their houses on high platforms, about six to eight feet above the ground so that their houses do not become damp. The reason to build houses on high platforms is also to protect them from the different types of insects and animals. Moreover, they can use the empty space below their houses to keep things such as agricultural tools and looms. Timber or bamboo posts support the platforms. The walls are made of bamboo slates and the roof is thatched.

The main food of the 'Marmas' and 'Rakhaines' is boiled rice with vegetables. A kind of soup made from boiled green leaves seasoned with chillies and salt is one of their most favourite items. Another popular food item is tender bamboo shoots. The shoots are first cut into small pieces and then dried in the sun. Different types of foods are then prepared from these. The bamboo shoots are also eaten in a different way. At first the shoots are crushed and then put inside a bamboo tube and kept for eight to ten days till fermentation takes place. The Maghs have two major meals a day, one in the early morning and the other before sunset. On festivals they prepare different types of cakes using rice, flour, coconut, sugar, milk and other ingredients. The most popular of all is sticky rice.

Marks

1×5=5

1. Choose the best answer from the alternatives :—

(a) The Maghs live in ——— houses.

- (i) thatched
- (ii) bamboo
- (iii) tin
- (iv) timber

(b) The most popular food of the Maghs is ———.

- (i) boiled rice
- (ii) flour rice
- (iii) sticky rice
- (iv) vegetable soups

(c) The number of major meals a day is ———

- (i) four
- (ii) three
- (iii) two
- (iv) one

(d) The Maghs build their houses on high platforms so that it does not become ———.

- (i) cold
- (ii) flooded
- (iii) hot
- (iv) damp

(e) The platforms are supported by ———

- (i) iron pillars
- (ii) timber posts
- (iii) bamboo posts

2. Write whether the statements are true or false. If false, give the correct answer :—

1×5=5

- (a) The Maghs do the work of hunting.
- (b) The empty space below their houses is used to keep their domestic animals.
- (c) They eat bamboo shoots in a different way.
- (d) The staple food of the Rakhaines consists of tender bamboo shoots.
- (e) Houses on high platforms help the Maghs to remain safe.

3. Fill in each gap in the following passage with a suitable word from the box. There are  $\frac{1}{2} \times 10 = 5$  more words than necessary :—

used	make	weaving	walls	being	been
timber	protect	thatched	saves	safe	various

The Maghs build their houses on high platforms for (a) reasons. They want to (b) the houses from (c) damp and they want to keep themselves (d) from different types of animals and insects. The empty space is (e) to keep things such as tools and looms which are used in agriculture and (f). They (g) their platforms with (h) or bamboo posts. The roof is (i) and bamboo slates are used to make the (j).

4. Read the text in 'A' again. Now, write a paragraph based on the information about the way of life of the Maghs. Use the clues in the box below. Write the information in a logical sequence as it appears in the text. The paragraph should not exceed 70 words.

5

house	tools	food	making food
bamboo	meals	festivals	cakes

5. Read the passage in 'A' again. Now, answer the following questions in your own words :—

1×5=5

- (a) How do the Maghs eat the bamboo shoots?
- (b) What type of houses do the Maghs live in?
- (c) How is the soup made?
- (d) Where do the Maghs keep their tools?
- (e) How do the Maghs prepare their food from tender bamboo shoots?

6. Fill in each gap with a suitable word of your own based on the information from the text in "A" :—  $\frac{1}{2} \times 10 = 5$

The Maghs (a) a different kind of life from (b). They build the houses (c) high platforms (d) is about six to eight feet high (e) the ground. They feel (f), living on the platform because insects and wild animals cannot do any (g) to them. The other advantages that they can (h) the empty space below their houses as a (i) room for keeping (j) tools and looms.

7. Read the passage in 'A' again. Imagine, you are a member of a Magh family. Now, write a paragraph in about 70—80 words about the way of living of the Maghs.

5

8. Read the passage in 'A' again. Now, write the main ideas of the text in your own words in not more than five sentences.

5

## Part B—Vocabulary Test

Marks

9. Fill in each gap with a suitable word from the box. There are more words than necessary :— 1×10=10

food	destroyed	crisis	rise	habitat	unsuitable
turn	rain	live	cut	be	effect

If we (a) trees at random, one day our country will (b) into a desert. All living animals and birds will not find any (c) or shelter to (d) in. They will be (e). There will be no (f) and as a result our agriculture will face a great (g). The temperature will (h) and it will cause green house (i). The country will be (j) for living.

10. Fill in each gap with suitable words. Use only one word for 1×10=10 each gap :—

An early (a) can enjoy the fresh air and Oxygen of the morning (b) refresh both his body and mind. Moreover, he can (c) his work early and as such he (d) enough time to perform his work (e). On the other hand too much sleep (f) a man dull and lazy. A man who gets up late (g) a lot of time in sleep and idleness. He doesn't (h) time for (i) his work properly. So, everyone should make the (j) of early rising.

## Part C—Writing Test

11. Read the following table and make ten meaningful sentences :—

1×10=10

It	will keep	a lovely dress.
She	is	having a birthday party in the afternoon.
Nobody	knows	wondering about it.
Her father	has bought	expecting some of her friends to come.
Mina	wants	blue and white.
Her mother	is giving	it a secret until the party has started.
		what it is.
		her a present too.
		to give her daughter a pleasant surprise.
		fifteen today.

12. Rearrange the following sentences according to the sequences and rewrite them in a 1×10=10 paragraph :—

- Soon he gave up medicine for literature.
- This brought for him a good name.
- He was born in 1874 in Paris.
- It is a realistic study on the life of low neighbourhood in London.
- He wrote a few other novels as well.
- William Somerset Maugham is one of the greatest short story writers of modern time.
- Then he started writing plays.
- He qualified as a doctor but this life had no charm for him.
- Some of his well-known plays are Mrs. Cardiac, Lady Frederick etc.
- He made his first appearance in literature by writing Liza of Lambeth, his first novel.

[Please turn over

13. Imagine that a school magazine is important for any school. It helps a student to develop his latent talent in writing. Now, read the following questions and write a paragraph by answering them :—

10

- (a) What is a school magazine?
- (b) Why is it important?
- (c) What does it contain?
- (d) How is a school magazine published?
- (e) How can a school magazine develop a student's talent in writing?

14. Suppose, you are Sumon/Sumona of 107, Station Road, Comilla, your friend Rakib/Rakiba lives at 502, College Road, Chittagong. He/she wants to know what you intend to do after your SSC Examination. Now, write a letter to your friend telling him/her about what you intend to do after your SSC Examination.

10

Or,

Write a composition in about 200 words on the 'Annual Prize Giving Ceremony of Your School'. Use the following clues :—

- time and place of the ceremony.
- preparation and decoration.
- chief guest.
- the role you performed.

ক সেট

বিষয় কোড :

1	0	8
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## ENGLISH (COMPULSORY)

## SECOND PAPER

Time—3 hours

Full marks—100

*[N.B.—The figures in the right margin indicate full marks.]*

## A—Grammar

Marks—40

Marks

1. Complete the following passage with suitable verbs from the list. Put them in correct tenses . Use negatives where necessary:— 1×5=5

work	avail	come	receive	think	be	play
------	-------	------	---------	-------	----	------

Today women (a)—— important role in all spheres of life. They (b)—— no longer confined within the four walls of their parents' or husbands' house. They have (c)—— out of the kitchens and are (d)—— hand in hand with men in all the development programmes of the government. By (e)—— higher education they are becoming pilots, doctors, engineers, teachers, administrators etc.

2. Use articles where necessary. Put a cross (×) where an article is not needed :—  $\frac{1}{2} \times 10$   
=5

The prize giving ceremony is (a)—— occasion of joy. Almost every school holds (b)—— prize giving ceremony. The last prize giving ceremony of our (c)—— school was held on 2 March in (d)—— school compound. We decorated (e)—— school building very tastefully. (f)—— big pandal was erected to hold the function. There were two tables neatly decorated on which (g)—— prizes were kept. On one side was (h)—— platform from where the speeches were delivered. There was also a victory stand from where (i)—— recipients received their (j)—— prizes.

*[Please turn over*

3. Put in suitable prepositions in the blanks:—

1×5=5

The moon is a very familiar figure (a)——all of us. She awakens a feeling (b)——love and tenderness in our hearts. Even the infant in arms stretches (c)——its hands to grasp this beautiful object. Nor is her appeal confined (d)——only children. Ever since the stirring of the poetic faculty in man, she has furnished a theme (e)——poets and artists.

4. Complete the following sentences with the phrases or idioms from the list given in the box below :— 1×5=5

in the guise of, sine die, safe and sound, find fault with, get the sack, to the backbone, well up.

- (a) We reached home \_\_\_\_\_ .
- (b) The boy is wicked \_\_\_\_\_ .
- (c) It is not good to \_\_\_\_\_ others.
- (d) The classes have been suspended \_\_\_\_\_ .
- (e) He came \_\_\_\_\_ a friend.

5. Re-write the following sentences in the reported speech :—

5

I said to the old man, "What are you doing?" "I'm watching the boys swimming in the pond," he said. "How happy they are! May Allah bless them." "Let me sit by you and enjoy the scene," I said.

6. Read the following passage and transform the underlined sentences as directed in brackets :— 1×5=5

Corruption is a great curse to our nation. (a) No other problem is so dreadful as corruption. (Comperative) (b) It prevails in every walk of are life. (Interrogative). It destroys everything. (c) We fail to enjoy the real progress as corruption devours every good fruit of our efforts. (Compound). It can be compared to cancer. (d) It paralyses the whole nation. (Passive) (e) We must realise the fact and come forward against corruption. (Negative)

Marks

7. Add tag questions to the following sentences :—

1×5=5

- (a) He says that time is money, \_\_\_\_\_ ?
- (b) I'm the monarch of all I survey, \_\_\_\_\_ ?
- (c) Everybody respects him, \_\_\_\_\_ ?
- (d) Let us do something, \_\_\_\_\_ ?
- (e) She hardly comes here, \_\_\_\_\_ ?

8. Complete the following sentences:—

1×5=5

- (a) The load is so heavy that \_\_\_\_\_ .
- (b) As soon as we saw him \_\_\_\_\_ .
- (c) \_\_\_\_\_ is not gold.
- (d) If I were you, \_\_\_\_\_ .
- (e) Walk fast lest \_\_\_\_\_ .

**B—Composition**

Marks—60

9. Write a paragraph on "Traffic Jam". Your paragraph must include the answer to the following questions :—

10

- (a) What is traffic jam?
- (b) By whom or how is this problem created?
- (c) At which places of a city or a town does it occur?
- (d) What things happen for it?
- (e) How can this problem be solved?

10. Write a composition in about 200 words on any one of the following topics :—

15

- (a) The Population Problem in Bangladesh;
- (b) The game you like most.

11. Imagine, you are Shimul of Nilgiri Ideal High School. There is no canteen in your school. As a result the students suffer much.

10

Now, write an application to the Headmaster/Headmistress of your school for setting up a canteen in the school compound.

*[Please turn over*

12. Illiteracy is a great problem in Bangladesh. It badly hampers all our development programmes. It is considered as a curse for the nation.

10

Now, write a dialogue between yourself and your friend, Rumi about how to eradicate illiteracy from the country.

*Or,*

Write the summary of the following passage. Give a suitable title to it :—

Man is mortal. To everyman death must come sooner or later. But it matters little if a man lives a few years more or less than another. Our life is not measured by months or years. It is truly measured by our deeds and actions. The people who live only for their own interest die unhonoured and are not remembered after their death. But who sacrifice their lives to the service of mankind live in the hearts of men even after their death. Though they do not live in the midst of living men, they are remembered forever by all. So, we should do good deeds for the benefit of mankind

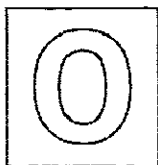
13. Read the beginning of the following story. It is not complete. Use your imagination to complete it and give it a suitable title :—

15

There were two friends. They lived in a certain village. They promised that they would help each other at the time of danger. One day they were passing through a deep forest. Suddenly a bear came in front of them. So both of them were afraid and -----



## **APPENDIX-D**



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/12**

Paper 1 Writing

**May/June 2011**

**1 hour 30 minutes**

Additional Materials:     Answer Booklet/Paper

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**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer both **Section 1** and **Section 2**.

At the end of the examination, fasten all your work securely together.

---

This document consists of 3 printed pages and 1 blank page.



**Section 1: Directed Writing**

**You are advised to write between 200 and 300 words. Total marks for this part: 30.**

**Task**

Your Principal wants to make sure that your school is doing all it can to encourage a healthy lifestyle for the students. The Principal has asked you to write a report suggesting the changes you think are needed in your school to make this possible.

Write your **report**. You **must** include the following:

- what is wrong at the moment, so that the Principal knows exactly what has to be changed
- what improvements you would like to see, both in the curriculum and the school facilities
- how you think students and the school would benefit from these changes.

Cover all three points above **in detail**. You should make your report informative and persuasive for the Principal. Start your **report** 'To the Principal,' and remember to add your signature and a date.

**Section 2: Creative Writing**

Begin your answer on a fresh page.

Write on **one** of the following topics.

At the head of your essay put the number of the topic you have chosen.

**You are advised to write between 350 and 500 words. Total marks for this part: 30.**

- 1 Describe the latest hobby, possession or activity in which you have become interested. Why does it give you so much pleasure?
- 2 Is it better to have comfort or excitement in life? Give reasons and examples to support your view.
- 3 Write a story which includes the sentence: 'I was surrounded by important people, but no-one that I knew.'
- 4 Jealousy.
- 5 Write a story in which your first impressions of someone or something prove to be misleading. (Remember that you should include full details of your first impressions, to show how wrong you were.)



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1123/22

May/June 2011

**1 hour 45 minutes**

Additional Materials: Insert

**READ THESE INSTRUCTIONS FIRST**

**Write your Centre number, candidate number and name on all the work you hand in.**

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in **both** Section 1 and Section 2.

The insert contains the two reading passages.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [ ] at the beginning or end of each question or part question.

**For Examiner's Use**

**This document consists of 7 printed pages, 1 blank page and 1 insert.**

## Section 1: Reading for Ideas

For  
Examiner's  
Use

Read **Passage 1** in the insert and answer **all** the questions below in the order set.

## (a) Notes [15 marks]

**Identify and write down** the reasons for the initial popularity of tea and the spread of tea drinking, and the reasons for the continuing popularity of tea.

**USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.**

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

## MAIN POINTS

## Reasons for the initial popularity of tea and the spread of tea drinking

*It was used as a medicine*

## Reasons for the continuing popularity of tea

*Tea plants' ability to replenish themselves makes it plentiful / keeps the cost down*

**Now use your notes to write a summary** of the reasons for the initial popularity of tea and the spread of tea drinking, and the reasons for the continuing popularity of tea.

Your summary, which must be in continuous writing (not note form), must be no longer than **160** words, including the 10 words given below. Begin your summary as follows:

A blank sheet of white paper with horizontal dashed lines.

From paragraph 2, select and write down **two** opinions.

One opinion is .....

..... [1]

Another opinion is .....

..... [1]

From your reading of paragraph 5 and paragraph 6, decide whether each of the following statements is true or false, and tick the box you have chosen.

	T	F
Tea plants grow all year round.		
The best quality tea is used to produce tea bags.		
Caffeine has a soothing effect on us.		

[3]

Total for Section 1 [25]



## Section 2: Reading for Meaning

For  
Examiner  
Use

Read **Passage 2** in the insert and answer **all** the questions below in the order set.

From paragraph 1

- 4 (a) Before Amir's betrayal of Hassan, what **two** things did Hassan do for him every morning?

(i) .....

(ii) ..... [2]

- (b) Explain fully how, after Amir's betrayal, Hassan's behaviour changed.

.....

.....

..... [2]

From paragraph 2

- 5 (a) When Hassan was around, 'the oxygen seeped out of the room'. Explain what is happening here, and why.

.....

.....

..... [2]

- (b) Pick out and write down the **single** word which shows that Hassan and Amir were no longer as closely involved with each other as they had been before.

..... [1]

- (c) According to Amir, what did the ironed clothes and the warm slippers indicate? **Answer in your own words.**

.....

.....

..... [2]

From paragraph 3

- 5 (a) What 'solution' to his problem did Amir see?

.....  
 ..... [1]

- (b) Amir's father was sure about the right time to plant tulips. What does this suggest about his personality?

.....  
 ..... [1]

- (c) Apart from what he says, in what **two** ways does Amir show he regrets asking his father the question?

(i) .....  
 .....

(ii) .....  
 ..... [2]

From paragraph 4

- 7 Explain **in your own words** how Amir felt when his father dropped him off at school.

.....  
 .....  
 ..... [2]

From paragraph 5

- 8 (a) The house 'teemed' with the father's hired help. Pick out and write down the **single** word which continues the idea of 'teemed'.

..... [1]

- (b) What does the word 'fixed' tell you about Amir's feelings at this point?

.....  
 ..... [1]

(c) Why is it appropriate to describe the fireworks as 'bouquets' of fire?

.....  
 ..... [1]

(d) Why do you think Amir thought of the darkness as merciful?

.....  
 ..... [1]

om paragraph 7

Amir told 'a shameful lie'. What do you think this lie was?

.....  
 ..... [1]

om the whole passage

1) Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

(a) barely (line 1)

(e) bursts (line 32)

(b) beaming (line 20)

(f) perfunctory (line 35)

(c) preoccupied (line 22)

(g) animated (line 40)

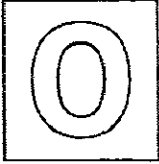
(d) mingled (line 26)

(h) anguish (line 44)

Five words chosen (from list above)	Answer	
) .....	.....	[1]
) .....	.....	[1]
) .....	.....	[1]
) .....	.....	[1]
) .....	.....	[1]

[5]

Total for Section 2 [25]



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/22**

Paper 2 Reading

**May/June 2011**

INSERT

**1 hour 45 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This insert contains the two reading passages.

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This document consists of **3** printed pages and **1** blank page.



## Passage 1 – Time For Tea

After water, tea is the most widely consumed beverage in the world and, by the time you have read this passage, hundreds of thousands of cups of tea will have been drunk globally. But how many of us ever stop to consider the origins of tea or the reasons for its continuing popularity down through the ages?

- 1 There is plenty of evidence to show that tea was popular thousands of years ago in China because it was drunk for its medicinal properties. There were many myths surrounding the origins of tea and, as these myths spread, the popularity of tea increased. For example, one influential myth concerns Emperor Shennong: taking a sip from a bowl of boiling water into which some leaves from a nearby bush had been blown, he was pleasantly surprised by its flavour. This delicious drink began to be drunk as a stimulant because of its restorative powers; there's no better pick-me-up than a good cup of tea. Use of tea for this purpose was supported by another myth about a prince who developed the habit of chewing leaves from the tea shrub in order to keep himself awake for prayer. Tea drinking spread when tea leaves were formed into the shape of bricks because they were easy to trade and transport; they were even used as a form of currency instead of metal coins. A book entitled 'The Tea Classic', written by scholar Lu Yu, was the single greatest influence in developing the popularity of tea in China. 'The Tea Classic' is fascinating to read, describing the weather conditions in which tea should be picked and even the best water to be used to make the drink. 5 10 15
- 3 By the 6<sup>th</sup> century, tea had spread to Japan, where at first it was the drink of the aristocracy, before becoming widely accessible to ordinary people when production grew. Tea in Japan took on religious significance with the Tea Ceremony, in which the making of tea expresses the quest for greatness in the smallest details of life. Thus, the link in Japan between tea and religious observance increased the importance and popularity of tea. Through time, tea drinking extended to other Asian countries, for example Vietnam, Korea and Taiwan. 20
- 4 It was not until the 17<sup>th</sup> century that tea reached the West, when Dutch traders imported it from China. In addition, British merchants had been exporting goods to the East, but their ships returned empty; thus began a vigorous campaign in Britain to popularise tea among the ordinary people there to develop it as a profitable return cargo. In order to evade taxes, it was frequently smuggled into Britain; smuggled tea was cheaper than its legitimately imported equivalent, and its popularity increased. 25 30
- 5 There are many reasons for the continuing popularity of tea. The ability of tea plants to replenish their leaves every week during the growing season means that there is always plenty available, which helps keep down the cost to the consumer. In addition, tea is highly receptive to absorbing the aromas of other plants. This may cause problems with transportation and storage, with the true flavour of the tea being adversely affected by other goods, but the advantage of the ability of tea leaves to absorb other aromas allows for an almost endless range of scented and flavoured teas, such as vanilla and caramel. Moreover, the development of mixing different types of tea, called blending, makes it possible to obtain better tasting tea at lower prices. Then came the invention of tea bags, which led to the 'quick cuppa'. Although connoisseurs of tea complain that tea bags contain merely the waste products of high quality tea, and that their small size does not allow the leaves to diffuse properly, it cannot be denied that tea bags have made tea accessible and cheap. 35 40
- 6 As well as being a stimulant because of its caffeine content, a cup of tea is considered by millions to be wonderfully relaxing. Perhaps the best explanation of this paradox is that the very act of making tea has a soothing effect on us. Modern medical studies support the claim that tea has a beneficial effect on health, reducing our chances of heart disease, and providing immunity against certain intestinal disorders. Furthermore, because it contains fluoride, tea even prevents dental decay. Such scientific data was beyond the knowledge of Emperor Shennong, but it seems that he was right to have been impressed by what he stumbled upon all those centuries ago. 45

## Passage 2 – Betrayal

*A young boy, Amir, has betrayed the trust of Hassan, who is his friend and one of his father's servants.)*

For a week after I had betrayed him, I barely saw Hassan. I woke up to find tea, toast and a boiled egg already on the kitchen table. My clothes for the day were ironed and folded, left on the seat where Hassan usually did his ironing. He used to wait for me to sit at the breakfast table before he started ironing – that way we could talk. How I had enjoyed that! Now only the folded clothes greeted me. That, and a breakfast I didn't finish any more.

5

Hassan milled about uncertainly on the periphery of my life. I made sure our paths crossed as little as possible, planning my day that way because, when he was around, the oxygen seeped out of the room. My chest tightened and I'd stand there gasping in my own little bubble of atmosphere. But even when he wasn't around, he was. He was there in the ironed clothes on the chair and in the warm slippers left outside my door at night. Everywhere I turned, I saw signs of his unwavering loyalty.

10

One day, while my father and I were planting tulips in the garden, I saw a solution to my problem. My father was digging the soil and planting the bulbs I handed to him. He was telling me how most people thought it was best to plant tulips in the autumn and how that wasn't true. 'Father,' I said, 'have you ever thought about getting new servants?' My father dropped the tulip bulb and stared at me angrily. My heart started racing. 'Why would I ever want to do that?' he asked. I was already sorry I'd said it. 'You wouldn't, I guess. It was just a question,' I said, my voice fading away to a murmur. 'I'm sorry, Father.'

15

I was relieved when school started the next week. Most of the boys walked to school and my father's limousine drew more than one envious look. I should have been beaming with pride when he dropped me off, but all I could muster was embarrassment. That and emptiness. However, school gave me an excuse to stay in my room for long hours. I preoccupied myself with school work instead of thinking about Hassan and how I had betrayed him.

20

The summer of that year I turned thirteen and my father threw a party for me. For days, the house teemed with my father's hired help. I guess, in the ways that parties are judged, mine was a great success. In the yard, guests mingled under the glow of blue, green and red lights winking in the trees, their faces illuminated by the light of kerosene torches propped everywhere. The house was inundated with people; guests stood or sat where they found space. I had to greet each of the guests personally. I hugged dozens of total strangers, my face aching from the strain of my fixed smile. Fireworks lit up the sky; all the guests stood in the yard, looking up, cheering every time flares sizzled and exploded into bouquets of fire. In one of these brief bursts of light I saw Hassan serving drinks to some of the guests. Then, mercifully, darkness.

25

30

Sitting in my room the next morning, I ripped open box after box of presents, giving them a perfunctory glance and pitching them into a corner of the room. The pile was growing there: a radio, a camera, a watch and several sealed envelopes containing cash. My mind was elsewhere. It had become clear to me: one of us had to go.

35

The next morning, I waited in my room until I saw Hassan leaving to go grocery shopping. Then I took a couple of the envelopes of cash and tiptoed out. I paused before my father's study and listened; I heard him speaking in an animated way on the telephone about a shipment of rugs due to arrive the following week. I went downstairs and entered Hassan's living quarters. I lifted his mattress and planted the envelopes of money under it. I waited another thirty minutes. Then I knocked on the door of my father's study and told him a shameful lie, wondering how and when I'd become capable of causing this kind of anguish.

40



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1123/21

May/June 2011

**1 hour 45 minutes**

Additional Materials: Insert

Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen.  
Do not use staples, paper clips, highlighters, glue or correction fluid.  
**DO NOT WRITE IN ANY BARCODES.**

The insert contains the two reading passages.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [ ] at the beginning or end of each question or part question.

**For Examiner's Use**

**This document consists of 7 printed pages, 1 blank page and 1 insert.**

## Section 1: Reading for Ideas

For  
Examin  
Use

Read **Passage 1** in the insert and answer **all** the questions below in the order set.

(a) **Notes** [15 marks]

**Identify and write down** the reasons for piracy, and the actions of pirates, in former times and in the present day.

**USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.**

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS
<b>Reasons for piracy, and the actions of pirates, in former times</b>
<ul style="list-style-type: none"> <li><i>They captured people to sell as slaves</i></li> </ul>
<b>Reasons for piracy, and the actions of pirates, in the present day</b>
<ul style="list-style-type: none"> <li><i>Modern pirates are content to make relatively little money from small ships</i></li> </ul>



**Now use your notes to write a summary** of the reasons for piracy, and the actions of pirates, both in former times and in modern times.

Your summary, which must be in continuous writing (not note form), must be no longer than **160** words, including the 10 words given below. Begin your summary as follows:

This image shows a full page of primary-ruled notebook paper. It features horizontal dashed lines for writing and vertical dotted lines on the left side to indicate margins. The paper is otherwise blank, with no handwriting or other markings.

**[Turn over**

- 2 From paragraph 1, select and write down **one** fact about pirates and **one** opinion about pirates.

One fact is .....

..... [1]

One opinion is .....

..... [1]

- 3 Based on your reading of paragraph 2, what do you think is the writer's attitude towards the famous Roman leader, Julius Caesar?

The writer thinks..... [1]

- 4 'Pirates have been around for a long, long time, both in real life and in our personal and cultural imaginations.'

From your own knowledge or experience, give **two** examples of piracy. You may take your examples from 'personal or cultural imagination', or from 'real life', or from both. Do **not** refer to specific examples from the passage in your answer.

One example is .....

..... [1]

Another example is .....

..... [1]

Total for Section 1 [25]

## Section 2: Reading for Meaning

For  
Examiner  
Use

Read **Passage 2** in the insert and answer **all** the questions below in the order set.

From paragraph 1

- 5 (a) What story was told about Amir's father?

..... [1]

- (b) Give **two** reasons why people tended to believe the story about Amir's father.

(i) .....

.....

(ii) .....

.....

[2]

From paragraph 2

- 6 (a) Give **two** reasons why, according to Amir, his father hated him.

(i) .....

.....

(ii) .....

.....

[2]

- (b) Explain **in your own words** why Amir was a 'blundering liability' to his football team.

.....

.....

..... [2]

- (c) Pick out and write down the **single** word which tells you that eventually Amir's father realised that his son would never be interested in football.

..... [1]

From paragraph 3

- 7 (a) Explain fully how the winner of the kite-fighting competition was decided.

.....

.....

..... [2]

- (b) What **single** feature of the kite's string was 'crucial' in winning the competition?

..... [1]

From paragraph 4

- 8 (a) Why do you think Amir felt 'like an Olympic athlete showing off his gold medal' even before the tournament began?

.....

..... [1]

- (b) Explain fully why the writer describes the kites as 'roaming paper sharks'.

.....

.....

..... [2]

From paragraph 5

- 9 (a) Explain **in your own words** the contrast between the way Amir feels at the start of the tournament and his feelings just before he won it.

.....

.....

..... [2]

- (b) Why do you think Amir's hands were 'bloody'?

.....

..... [1]

- (c) What is the 'redemption' Amir refers to?

.....

..... [1]

from paragraph 6

0 Give **two** reasons why Amir was happy.

(a) .....

.....

(b) .....

.....

[2]

from the whole passage

1 Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

(a) affliction (line 3)

(e) undeniably (line 17)

(b) glaring (line 5)

(f) highlight (line 17)

(c) moulded (line 6)

(g) havoc (line 34)

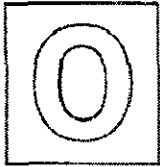
(d) shred (line 12)

(h) tentatively (line 43)

Five words chosen (from list above)	Answer	
( ) .....	.....	[1]
( ) .....	.....	[1]
( ) .....	.....	[1]
( ) .....	.....	[1]
( ) .....	.....	[1]

[5]

Total for Section 2 [25]



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**May/June 2011**

INSERT

**1 hour 45 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This insert contains the two reading passages.

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This document consists of 3 printed pages and 1 blank page.



## Passage 1 – Pirates

Piracy has been around for as long as people have used the oceans as trade routes, and there is a probably universal stereotype of the pirate as a ruthless villain, brandishing a sword. He is in possession of a large fortune, some of it buried on a desert island, to be unearthed in his old age. In the popular imagination, pirates were rebellious and clever, operating outside the restrictive bureaucracy of the law. In reality, few became fabulously wealthy and many died young. 5

There are many reasons why piracy flourished in former times. Pirates sometimes captured the inhabitants of other lands, particularly children, and sold them as slaves. Taking hostage a powerful leader or public figure was a lucrative business, as huge sums of money could then be demanded as ransom. The famous Roman leader Julius Caesar was captured by pirates and a certain sum of ransom money was demanded; Caesar thought he was worth more and persuaded his captors to increase their demands! Pirate raids were often used to capture foreign territory; the Vikings were particularly successful in this regard. 10

When sailors were marooned because they were on the losing side in a war, they set up small gangs near river estuaries, initially to protect themselves. Soon they realised that they could plunder ships carrying expensive cargo, like silks and spices. In some parts of the world, continuous war demanded frequent supplies of fresh horses, imported on sea routes from Africa; this trade was subjected to frequent raids by thriving bands of pirates based in coastal cities. In other areas, it was not uncommon for people to consider piracy a legitimate response to the fact that they could make no money from their poor land, and that piracy was therefore their main source of income. 15 20

Not all piracy was illegal. Sometimes privately owned ships – called privateers – were authorised by a country's government to attack and rob foreign vessels during wartime. Privateering was a form of state-sponsored piracy, where the ship, and not just the cargo, could be stolen. Privateering was encouraged by governments; it saved them money that they might otherwise have had to spend on building battleships. Because privateers were often thugs who exploited every opportunity to steal, they sometimes continued to plunder ships in peacetime. 25

However, piracy is not confined to history books; it continues to be a problem in modern times. Some modern pirates are content to make relatively limited amounts of money by boarding small ships and taking cash belonging to the crew; they also steal inexpensive goods which might be on board. Other pirates, working in organised syndicates, attack with more sophistication and planning, driven by the possibility of large cargoes, for example oil. The skill and planning of these syndicates mean that they are often able to make vast sums of money by capturing members of the crew and demanding ransom money for their release. There have been several recent high profile cases of pirates whose intention is not monetary, but rather the desire to achieve publicity for a political point of view. The worldwide media coverage which such cases provoke suggests that this type of piracy is effective. 30 35

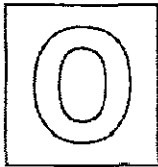
Modern piracy is a growing and successful phenomenon because more and more international trade takes place via shipping, particularly as the cost of air travel increases. This means that often ships have to decrease their speed in order to avoid collision in busy shipping lanes, thus increasing the chances of pirate attack. Modern ships tend to have smaller crews as technology replaces manpower, thus making it easier for pirates to overpower what crew members there are. Modern technology also works in pirates' favour because they are able to utilise it to discover the location of ships suitable for attack. In former times, what popular pirate areas, such as the Strait of Malacca, had in common was that they were narrow bodies of water; modern shipping routes also take ships through narrow passages which are more susceptible to having pirates lying in wait ready to attack them. 40 45

Pirates have been around for a long, long time, both in real life and in our personal and cultural imaginations, and it seems that the situation is unlikely to change. 7

## Passage 2 – Victory

- 1 Lore had it that my father once wrestled a bear, a claim he never denied. If the story had been about anyone else, it would have been dismissed as exaggeration, which in my country was almost a national affliction. But no-one ever doubted the veracity of any story about my father. He was a towering force of nature; when all six foot of him thundered into the room, people behaved like sunflowers turning towards the sun. With me, Amir, as the glaring exception, my father moulded the world around him to his liking. He was also a man whose word was always respected. 5
- 2 My mother had died giving birth to me and the truth was that I always felt my father hated me a little. And why not? Had I not killed his beloved wife? The least I could do was to turn out a little more like him. Was having a son who preferred poetry to sport what my father had envisaged? I was a pathetic, blundering liability to my football team, always unwittingly obstructing the other team members. When it became abundantly clear that I hadn't inherited a shred of my father's athletic talents, he settled for trying to turn me into a passionate spectator. I faked interest for as long as I could, but my father sensed my lack of genuine interest and resigned himself to the bleak fact that his son was never going either to play or to watch football. 10 15
- 3 Every winter, each district held a kite-fighting tournament, the winner of which was the child whose kite was the last one flying. This tournament was undeniably the highlight of the cold season. During the contest, participants tried to cut the strings of all their opponents' kites. On the day of any tournament, the streets filled with kite fighters, jerking and pulling on their strings, squinting up at the sky, trying to gain position to cut an opponent's string. I used to build my own kite from bamboo, glue and paper. Then came the crucial part: I had to make my own string – a long, sharp, and colourful line. It was at one of these tournaments that I sensed my opportunity to make my father love me. 20
- 4 Already streets and rooftops were jammed with spectators, including my father. I held my kite high over my head, like an Olympic athlete showing off his gold medal, and tossed it into the air. Within a minute it was rocketing into the sky, making a sound like a bird flapping its wings. At least two dozen kites already hung in the sky, like roaring paper sharks. Within an hour the number doubled; soon the cutting started and the first of the defeated kites whirled out of control and fell from the sky like a shooting star. Soon, kites were coming down all over the place. I sliced a bright yellow kite, the string also cutting a gash on my index finger. Within another hour, the number of kites flying dwindled from maybe fifty to a dozen. By late afternoon, shadows started to lengthen. We were down to six kites and mine was still flying. With each defeated kite, hope grew in my heart. 25 30
- 5 My eyes kept returning to a blue kite which had been wreaking havoc for the last hour. Then what had seemed like a fantasy that morning had suddenly become feasible; there was just me and the owner of the blue kite left. The tension in the air was as taut as the glass string I was tugging with my bloody hands. People were stamping their feet, clapping, whistling, chanting. All I saw was the blue kite. All I smelled was victory. A gust of wind enabled me to loop my kite on top of the blue one, the owner of which desperately tried to manoeuvre it away. I loosened my grip on the string, and saw the blue kite falling from the sky. Perhaps now I had achieved the redemption I had craved all my life. 35 40
- 6 It happened just the way I'd hoped. My father had already returned to his study and I stepped tentatively in. His head turned and a smile played on his lips. I put my kite down happily and walked into his thick hairy arms. I buried my face in the warmth of his chest and wept. My father held me close to him, rocking me back and forth. 45





UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/11**

Paper 1 Writing

**May/June 2011**

**1 hour 30 minutes**

Additional Materials:     Answer Booklet/Paper

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**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer both **Section 1** and **Section 2**.

At the end of the examination, fasten all your work securely together.

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This document consists of 3 printed pages and 1 blank page.



**Section 1: Directed Writing**

**You are advised to write between 200 and 300 words. Total marks for this part: 30.**

**Task**

Your aunt has written to you asking how you are getting on at school. You reply, telling her about a recent incident which upset you very much.

Write your **letter**. You **must** include the following:

- what happened
- why you were so upset
- how the situation was resolved.

Cover all three points above **in detail**. You should make sure your Aunt will understand your feelings and sympathise with you. Start your **letter** 'Dear Aunt ...' and remember to provide a suitable ending.

**Section 2: Creative Writing**

Begin your answer on a fresh page.

Write on **one** of the following topics.

At the head of your essay put the number of the topic you have chosen.

**You are advised to write between 350 and 500 words. Total marks for this part: 30.**

- 1 Describe your favourite time of the year and explain what makes it special. (Remember that you are describing the characteristics of the time and not telling a story.)
- 2 'Many films are a bad influence on young people.' What is your view?
- 3 Write a story which includes the sentence: 'I could not believe how much the place had changed since last year.'
- 4 Trophies.
- 5 Write a story about an occasion when someone witnessed a very poor musical performance. (Remember that you should include full details of what is poor about the performance to show that it is an important part of your story.)



## SECTION A

The following questions are based on Passages One and Two  
in the Extracts Booklet.

You should spend about 40 minutes answering the questions in this section.

First, read Passage One, the opening of a short story.

1. Give **two** reasons why the mother does not let the children out of the house.

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Q1

(Total 2 marks)

2. **IN YOUR OWN WORDS**, explain how the children feel before they are let out.

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Q2

(Total 3 marks)

3. Give **four** short quotations (a few words each) from the passage to show how animals and the natural surroundings are affected by the heat outside the house.

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Q3

(Total 4 marks)



4. Give **two** examples which show how Mira is dominant over the other children.

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Q4

(Total 2 marks)

5. How do we know that Raghu is unhappy to be 'It'?

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Q5

(Total 2 marks)

Now read **Passage Two**, an online article from an **English newspaper**.

6. **IN YOUR OWN WORDS**, explain why the Headmistress has banned physical contact in the playground.

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Q6

(Total 3 marks)



**7. IN YOUR OWN WORDS:**

(a) Describe how the children have reacted to the ban.

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(3)

(b) Describe how some parents at the school have reacted to the ban.

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(2)

(c) Summarise the response to the ban from 'Stop Bullying'.

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(3)

**(Total 8 marks)**

**Q7**



8. Which passage do you find the more interesting? In your answer, you should comment on the writers' choice of language, expression and style, including any presentational devices, in **each** passage.

[illegible]**TOTAL FOR SECTION A: 30 MARKS**





## SECTION C

**You should spend about one hour on this section.**

**10. Choose one of the following on which to write in an interesting way.**

Do not base your answer directly on the content of either of the passages in the examination paper.

**You are advised to write between 350 and 400 words.**

**Either:**

(a) To what extent should parents have control over their teenage children?

**Or:**

(b) Write a description of a place which is extremely hot.

**Or:**

(c) 'The Bully.'

Write a story with this title.

**Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen question number: **Question 10(a)** ☒ **Question 10(b)** ☒ **Question 10(c)** ☒

[illegible]

Paper Reference(s)

**7161/01**

# **London Examinations GCE**

**English Language  
Ordinary Level**

Friday 9 January 2009 – Morning  
Extracts Booklet

**Do not return this Extracts  
Booklet with the question paper.**

Printer's Leg. No.

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## PASSAGE ONE

The following passage is the opening of a short story.

In this passage the children are allowed out of the house and play a hiding and finding game. The person who has to find the others first is called 'It'.

### Games at Twilight

It was still too hot to play outdoors. They had had their tea, they had been washed and had their hair brushed and, after the long day of confinement in the house that was not cool but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door. Everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and, if they didn't burst out into the light and see the sun and feel the air, they would choke.

'Please, ma, please,' they begged. 'We'll play on the veranda – we won't go more than a few metres from the house.'

'You will, I know you will, and then—'

'No – we won't, we won't,' they wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, over-ripe pod onto the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh sari that were to help her face the summer evening.

They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden beyond the veranda was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the red earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children – two white marbles rolling in the purple sockets, begging for sympathy – and attempted to lift his tail in a wag but could not. It only twitched and lay still.

Then, perhaps roused by the shrieks of the children, a band of parrots suddenly fell out of the eucalyptus tree, tumbled frantically in the still, sizzling air, then sorted themselves out into battle formation and streaked away across the white sky.

The children, too, felt released. They too began tumbling, shoving, pushing against each other, frantic to start. Start what? Start their business. The business of the children's day which is – play.

'Let's play hide-and-seek.'

'Who'll be It?'

'You be It.'

'Why should I? You be—'

'You're the eldest—'

'That doesn't mean—'

The shoves became harder. Some kicked out. The motherly Mira intervened. She pulled the boys roughly apart. There was a tearing sound of cloth but it was lost in the heavy panting and angry grumbling and no one paid attention to the small sleeve hanging loosely off a shoulder.

‘Make a circle, make a circle!’ she shouted, firmly pulling and pushing until a kind of vague  
10 circle was formed. ‘Now clap!’ she roared and, clapping, they all chanted in melancholy unison:  
‘Dip, dip, dip – my blue ship–’ and every now and then one or the other saw he was safe by the  
way his hands fell at the crucial moment – palm on palm, or back of hand on palm – and dropped  
out of the circle with a yell and a jump of relief and jubilation.

Raghu was It. He started to protest, calling out ‘You cheated – Mira cheated – Anu cheated–’  
15 but it was too late, the others had all already streaked away. There was no one to hear when he  
called out, ‘Only on the veranda – the veranda – Ma said – Ma said to stay on the veranda!’ No one  
had stopped to listen, all he saw was their brown legs flashing through the dusty shrubs, scrambling  
up brick walls, leaping over compost heaps and hedges, and then the veranda stood empty in the  
purple shade of the bougainvillea and the garden was as empty as before; even the limp squirrels  
50 had whisked away, leaving everything gleaming, brassy and bare.

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‘Dip, dip, dip’ is a method of deciding who should be ‘It’, by singing and clapping hands.

## PASSAGE TWO

The following passage is an online article from an English newspaper.

### Daily Mail Online: Children banned from playing <sup>2</sup>'tag' in school playground



#### Danger? Headmistress has outlawed 'physical' games

In an age when childhood innocence is under threat from every direction, the traditional game of tag would not seem to be a problem.

But one headmistress thinks it is. She has banned it – along with all other games which involve physical contact – as “inappropriate behaviour”.

- 5 Youngsters aged five to 11 at her school have been told that even linking arms with each other will not be allowed.

The only time any of the 400 pupils can touch each other is if they need to help a classmate who has fallen over.

- 10 The Headmistress became concerned that playground games were becoming too rough after a number of instances of bumped heads.

She said the next move would be slowly to reintroduce “supervised and appropriate physical contact between pupils.

A minority of pupils persistently offended on the playground,” she said. “That needed to be dealt with.

- 15 I told the children we should start by having no physical contact at all to make things fair.

I couldn't say to the boys that they couldn't play certain games and then allow the girls to go around linking arms.

I think on the first day the children thought, ‘How is this going to work?’ Now I have spoken to some of them and they think the playground has become a lot calmer.

- 20 Pupils are more creative, playing games such as shadow tag to replace the real thing. Rather than shoving each other roughly on the back you try to jump on their shadow.”

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<sup>2</sup> 'tag': a game where children chase and tap each other to decide who is 'It'.

The school's move is the latest in a series of instances across Britain where traditional games have been deemed dangerous. Even football is among those which have paid the price of caution.

25 On its website, the school states: "Our children thrive in an environment in which every child is made to feel happy and secure."

But parents at the school appeared bemused over the ban.

One said, "I can't say I'm happy with it. I can't see it does much for children learning to play together."

30 Another said, "Children have been playing games like this for centuries. To ban them from touching each other is just ridiculous."

A spokesman for the local education department said, "It is up to individual schools and governors to decide what the children do in their playtimes."

A spokeswoman for 'Stop Bullying' said, "Parents these days are very quick to complain if a child does get hurt at school so maybe the school is just trying to cover this eventuality.

35 But I don't think this will stop bullying as it will never stop namecalling. Supervised games with an older child or a teacher watching is perhaps the answer."

**END**